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ABSTRACT

The basic skills activities in this booklet are intended for use by adult basic education (ABE) students who are parents or who otherwise interact with children. The lessons are constructed to be used first by ABE teachers or counselors with a parent and then by the parent and child at home. The lessons introduce concepts that children can learn naturally and easily from a parent. Activities are grouped into the following subject areas: math (counting, adding, learning calendar time, telling time, geometry and geometric shapes, and measuring); science (observing); social studies (family life, community life); reading (recipes, menus, food packages, children's books, telephone books); language (telephone usage, language learning, storytelling); writing (note writing, letter writing); and health (healthy eating). Each lesson includes step-by-step instructions for presenting the lesson to a child and parenting tips. Instructions are also provided for turning the following everyday activities into learning experiences: sorting and folding laundry, making a bed, picking up toys, setting a table, planning a meal, making a shopping list, planning a trip, taking a bath, and getting dressed. (MN)

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PROJECT PACT: PARENTS AND CHILDREN TOGETHER

PARENTS AND CHILDREN
TOGETHER

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PARENTS AND CHILDREN TOGETHER

PROJECT PACT: PARENTS AND CHILDREN TOGETHER

Special Demonstration 310 Project

#98 - 6001

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INTRODUCTION

TO THE TEACHER

PACT materials are intended for use by ABE students who are parents or others who interact with children. They can be useful to child care workers, baby sitters, grandparents, aunts, uncles, neighbors or anyone interested in helping children learn. The word "parent" in these materials refers to any of these people who assist parents in the very important job of raising happy, healthy children.

The lessons are constructed to be used first by ABE teacher or counselor with the "parent" and then by parent and child at home. The teacher should go over Section I: Parent Activity, with the parent and then make sure that the parent understands what is expected in Section II: Parent - Child Activity.

The lessons introduce concepts that a child can learn "naturally" and easily from a parent. In some cases the parent may be learning the concept himself. In other cases the parent may be reviewing the concept and learning how to structure a situation in which the child can learn the concept. He may also be learning that the skill is not as easy to learn as it may seem. In many cases the child (or the adult) may not have the prerequisite skills that the new skill builds on. The parent (or the ABE teacher) may find it necessary to adjust the lesson and/or teach a prerequisite skill first. It may be necessary to do a "task analysis", that is, look at the skills necessary to complete the task. Many lessons can be adjusted simply by having the parent do part of the task for the child and having the child do as much as she can independently.

It is important that the parent understand that the main purpose of these lessons is to help the child learn that learning can be fun and natural. When a lesson stops being fun the lesson should be stopped. No individual lesson is important enough to have both child and parent become frustrated over it. The parent should be taught how to change activities without parent or child feeling like a failure. A simple statement like "Let's quit now," or "That's enough for now," is far better than "This is too hard," or "You'll never learn this." The parent should continue to play with the child but forget "the lesson" if it becomes too difficult.

Parenting Tips, found throughout the materials apply to individual lessons but are also intended to be transferred to other lessons and other situations. They can also provide good topics for individual or group discussion. Questions such as these will help parents think about the reason for the tips.

Do you agree with this? Why or why not?

When would you use it?

When would you not use it?

How does it make a child feel?

How does it make a parent feel?

Encourage the parent to try some of the suggested activities in each lesson if they are appropriate for the child. Check with the parent after the lesson to see how the activities went. Praise and encourage the parent for trying the lesson. Talk about and analyze what happened. Find out if the parent felt the lesson was a success. Discuss different approaches for future lessons. Most of all, emphasize that the lessons are intended to help the parent and child have fun together.

LESSON 1

COUNTING

I. PARENT ACTIVITY

Counting is basic. It is needed for all math. It is needed to learn about time and money. We use counting to help us organize and remember things. Counting becomes so natural for us that we forget we are doing it. We can learn to use the natural counting we do everyday to help children learn to count.

For example:

(1) We set the table for dinner. We count 4 people, so we count 4 plates, 4 forks, 4 knives, 4 spoons, 4 napkins, 4 glasses.

(2) 2 letters to mail. We need 2 stamps.

(3) 2 feet. We need 2 shoes.

(4) 1 child. 1 toothbrush.

(5) 2 children to take baths. 2 wash clothes and 2 towels.

We can use all of these things, and lots more to teach children to count. At first we need to tell them how to count and how to use counting. Later, when we are sure they can do it, we let them do it alone.

Here are some examples of what you might say as you tell a child about counting. "You may have 3 crackers. Here are 3 crackers. One, Two, Three. That's 3 crackers." "You need 2 blue socks. One, Two. Now you have 2 blue socks." "I will read 1 book. Bring 1 book. One.

Good, you brought one book." Be sure to count for the child and then tell the child the result of your counting. Do not assume that the child will know that the last number you said is the number of things you have. That is also something the young child will need to learn.

Many young children can say the numbers from one to ten. Saying the names of numbers and understanding counting are 2 very different things. Counting games and counting rhymes help teach both things. Use the songs you know and then change them for fun and use them again. One Little, Two Little, Three Little Indians can become little cars or little raisins or little fingers. Songs and rhymes help children learn and remember things.

You can use some of these same ideas for children who already know how to count by ones. Try some of these for older children.

(1) There are 3 children. You may each have 2 cookies. How many cookies should I get? (2 + 2 + 2 or 2 x 3)

(2) There are 3 people for dinner. We each need a knife, a fork and a spoon. How many pieces of silverware will we need? (3 + 3 + 3 or 3 x 3)

(3) There are 3 people. You may each have ½ of an apple. How many apples do I need? (3 x ½ = 1½ or ½ + ½ + ½ = 1½ - but this can be tricky because I must buy 2 apples. I cannot buy ½ of an apple.)

Think of the level of your child. Pick the activities from above that you think are right for your child. Write them here.

Now make up 3 more that you think will work for your child.

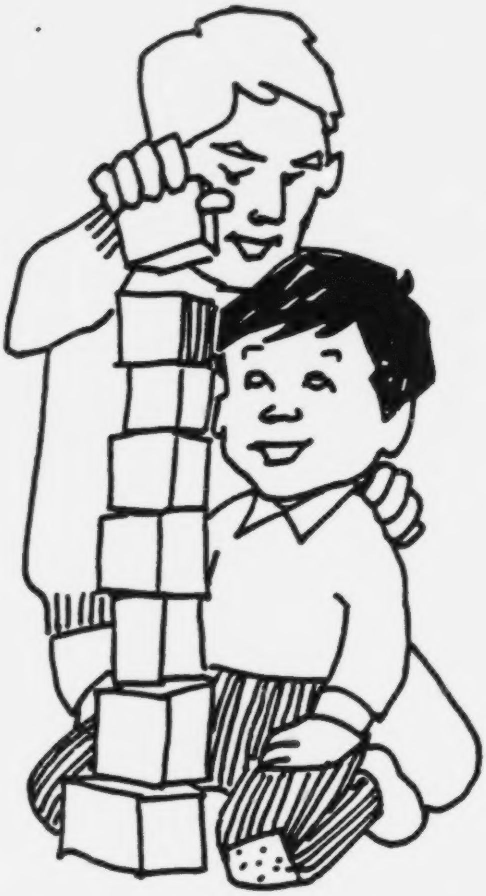
1.

2.

3.

LESSON 1

COUNTING



II. PARENT - CHILD ACTIVITY

1. COUNT BLOCKS.

Sit on the floor with the child and a stack of blocks. Any blocks will do. If you do not have blocks you may use shoe boxes or any other clean, empty boxes you have saved. Cereal boxes or cracker boxes will work. Divide the blocks and build with the blocks. Count and talk about the number of blocks you are using. Here are some examples.

a. Divide the blocks. "One for me. One for you. You give me 1. You take 1."

b. "Let's make piles of two blocks. I'll put 2 here. One, Two. You put 2 there. One, Two." Keep going till all blocks are divided. Make stacks of 3, 5 or whatever your child can do.

c. Older children can count all the blocks.

d. Try this. "We have 20 blocks. If we divide them evenly how many will each of us get?" Count to find out.

e. "We have 20 blocks. If we make piles of 2, how many piles do you think we'll have? Count to find out.

f. Build a tower as high as you can. How many blocks did you use?

g. Divide the blocks by colors or shapes or sizes. Count each group. Put groups together and count again.

h. Think of other ways to divide and count blocks.

i. For older children use Legos, Lincoln Logs, Constructs and other building toys.

2. COUNT STEPS.

a. If you have a stairway count as you and the child go up. Count together as you come down. If you do not have stairs count stairs at the Post Office, the store or a friend's house.

b. Let's count how many steps it takes from my room to yours (or kitchen to your room, or bathroom to your room). Start with short distances (from your bed to your closet - from the sink to the tub).

c. Count steps around the house. Count steps from your door to the fire hydrant. Count steps from your house to a friend's house.

d. Remember your steps and the child's steps may be different sizes. It can be fun to count little steps and big steps. You can also guess how many steps. " I think it will be 5 steps. How many do you think?" Try this: "If it's 5 big steps, how many little steps will it be?"

e. Older children can count longer distances. They can also do more "guessing" and checking to see how close they came. They can also change steps to measurement. How many steps across the room? How many feet wide is the room? What size rug do we need?

3. KITCHEN COUNTING.

The kitchen is a great place to learn to count and "guess." Try these things:

a. "Please get 4 potatoes. One, Two, Three, Four. That's 4 potatoes."

b. "Please get 5 carrots." "If I cut each carrot in 2 pieces, how many pieces will I have?"

c. "Let's snap green beans. Snap this end. Snap this end. One end, two ends. Two ends on a green bean." "One green bean. Snap. Now I have 2 pieces. One, two. 2

pieces from 1 green bean." "I'll do 3 beans. One, Two, Three. You do 3 beans. One, two, three." "How many green beans do you think are in this package?" "How many green beans do we need for this family?"

d. "Let's make the fruit salad. Get me 5 pieces of fruit."

e. "How many hamburgers shall we make? 4 people for dinner. 2 people will eat 1 hamburger. 2 people will eat 2 hamburgers." (How many hot dogs or pieces of chicken? 1 chicken - how many pieces? One roast - how many slices?)

f. "Let's make the salad. Get lettuce, get 1 tomato, get 2 carrots, get 1 green pepper. How many vegetables? How many different kinds of vegetables?

4. **SPORTS COUNTING.**

Children can learn to count by ones, twos, threes, sixes, sevens and more.

a. "Catch the ball. One catch. Two catches. Opps! Let's start over. One catch..." "Throw the bean bag in the box. One, two..."

b. Play soccer. Kick the ball into the box. One point for each goal.

c. Play basketball. Put the ball in the laundry basket. Two points for each basket. 2 baskets - how many points.

d. Play football. Take this ball and see if you can cross that line before I catch you. 6 points or 7 points?

e. Watch sports on TV. Take children to sporting events. Talk about scoring. Guess what the score will be. Talk about ways to get different scores.

f. Older children begin to play these games with other children. Talk about the score. How did you get this score? How else could you get the score? Keep track of team records. Keep track of your child's record. Batting averages, team records and play offs give you a chance to teach counting.

5. Think of other things you and your child can do together. Almost anything can be counted.

PARENTING TIP

Don't say "No that's wrong." or "Let me do it for you." Say things like, "Let's count together, One, Two Three. That's 3 blocks. Now give me 3." Help the child be right. Help the child succeed. You are not giving a test. It does not matter if your child does not learn the first time, or the second, or the third. Have fun playing and counting together. It is better to give the child lots of things she can do. Give only a few she can not do. Let her be right. Let her see you do new things without worrying about being right. A child needs to see and hear new things lots of times before she can learn them. Praise the child for counting.

LESSON 2

ADDING

I. PARENT ACTIVITY

Adding can be as simple as adding 1 + 1. It can also be more difficult. Adding fractions, adding decimals, adding percents and adding measurements are all still adding. If you make simple adding fun your child will be ready for all adding to be fun. Your child does not have to wait for first grade to learn to add. Your child does not need to know how to write numbers. You can teach your child simple adding while you teach simple counting. Adding with numbers written on paper can come later.

Think about the word and. We use and when we are talking about more than one thing. We are adding things. "Matt and Ann come in for dinner." Matt and Ann = 2 children. 1 + 1 = 2. "I need bread and milk. I need 2 things at the store." "What's for dinner?"

chicken	1
peas	1
and potatoes +	1
	3 things for dinner.

"Bed time! Wash your face and hands, brush your teeth and get on your P.J.'s. How many things?"

When we add we use the words and and plus (2 words) to mean the same thing. Our children can learn that they are already adding when they use the word and.

Think about the word add. We add milk to our cereal. We add gas to the gas in our ga tank. We can teach our child about adding by using that word and telling him what it mean "Here are 2 of your shirts. Add them to the pile of shirts." "The glass is not full. Lets ad more milk." "Add one more apple to the bag and we'll have enough for everyone." You ar teaching about adding.

Small children learn about adding by adding real things, not numbers. Show them wha you are adding. Here are some things children can add: cookies and pretzels; red blocks an blue blocks, toy cars and toy trucks, long ribbons and short ribbons, adults and childre children in my class and children in your class, money for lunch and money for skating number of points for this team and number of points for that team.

1. Pick out the things that your child can add.

____

____

2. List more things appropriate for your child.

____

____

____

____

1C

LESSON 2

ADDING

II. PARENT - CHILD ACTIVITY

1. ADDING BLOCKS.

Sit on the floor with the child and a set of blocks (or any toy that can be stacked.)

a. "Let's make a stack. Start with 1 block. Now add 1 block. Now you have 2 blocks. 1 and 1 are 2. Add 1. Now you have 3. 2 and 1 are 3. Add 1. How many do you have now? 3 blocks and 1 more make 4. Now you have 4." Continue as long as you are having a good time.

b. "You take 3 blocks. I'll take 3 blocks. What happens if we add your 3 and my 3 together? 3 + 3 = 6. Look, together our stack is higher." Continue changing the number of blocks.

c. "You take all the red blocks. I'll take all the blue blocks. How many red? How many blue? How many if we add them together?" Put them together and count. Use whatever numbers your child knows.

2. KITCHEN ADDING.

Putting away groceries is a great way to learn adding.

a. Put 7 new apples in the refrigerator. We had 3. How many apples do we have now? Count. We now have 10 apples. 7 + 3 = 10.

b. "I bought 12 eggs. We had 2 eggs. How many do we have now?"

c. "Put the new box of cereal with the other boxes of cereal. How many boxes of cereal do we have now?"

d. Continue adding new groceries to what is already on the shelf.

Older children can learn to add measures and fractions in the kitchen. Cooking and recipe reading can be used to teach adding.

a. "I need 1½ cups of flour. I need ½ cup of sugar. How much is that together?" Pou it together in a large measuring cup. See what it is. (1½ + ½ = 2 cups)

b. "Add ¼ cup milk and ¼ cup water. How much is that?"

c. "I need to double this recipe. It calls for ¾ cup of nuts. How much will I need. Fill a measure to ¾ add ¾ more. How much do you have? (¾ + ¾ = 6/4 = 1½) (Planning the shopping list is a good way to teach subtracting for a child who understands adding. "We will need 10 apples this week. We have 3 apples. How many should we buy?)

3. SNACK TIME ADDING.

Snack time is a wonderful time for counting and adding.

a. Here are 3 raisins. I will add 2 pretzels. How many snacks? Count together. Say 3 + 2 = 5.

b. Here are two pieces of apple. Here are two more pieces of apple. How many pieces all together. Count. Say 2 + 2 = 4. Now you have 4 pieces of apple."

c. Here is 1 apple. I'll cut it in half. One half for you. One half for me. ½ + ½ = 1 whole apple.

d. I'll cut this sandwich in 4 pieces. 2 pieces for me. 2 for you. 4 pieces. 2 + 2 = 4. For older children talk about (¼ + ¼ + ¼ + ¼ = 1) 4 quarters or 4/4 = 1; 2/4 = ½. I'll eat ¼. How much is left for you? (¾)

e. Think of other snacks your child likes. Let your child decide on the numbers. Let the child make up "the math problem." Let the child question and you answer. When you answer try this: Do not answer right away. Take your time. Think. Think out loud. Let your child know it's okay to take time to work things out. Say something like this. "Let me see, I have 6 pieces of apple and 2 pieces of banana. I need to add them. 6 + 2. I'll count: 1, 2, 3, 4, 5, 6, 7, 8. 8 pieces of fruit. 6 + 2 must be 8. Right?" You are showing the child the adding process without putting him on the spot.

Let your child think of other things to add. You add some. Let your child add some.

PARENTING TIP

Try not to always tell children the answer to questions they ask if you think they can find the answer themselves. Help them figure it out. You may do this by "thinking out loud." This will help them see how you get the answer. For example, John asks, "How many plates should I put on the table?" You answer, "Gee, John, I don't know. Let's figure it out. Your grandmother, your dad and your aunt are here. That's 3 adults. You, Sue and Tom make 3 children. 3 adults and 3 children make 6 people for dinner. Put 6 plates on the table."

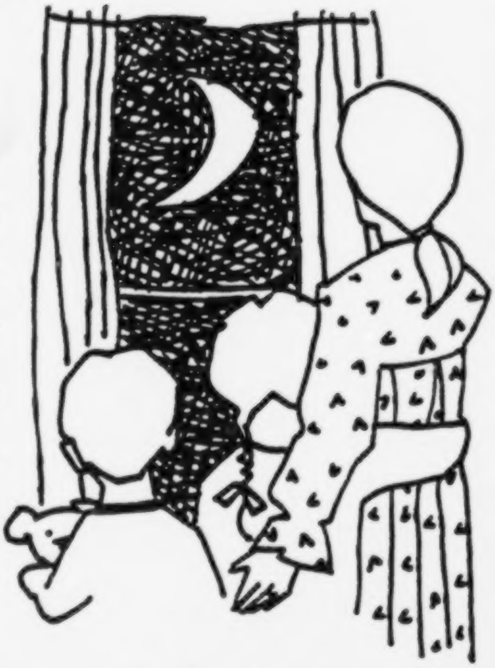
Avoid statements that make the child feel bad. Don't say "That's a dumb question. You can figure that out." or "Why ask me? You know the answer."

Let the child know that you are there to help if he needs you. Also let him know that he has the ability to figure out some things by himself.

If you always give the answer your children will just ask you. They will not think and learn to figure out things for themselves.

LESSON 3

LEARNING CALENDAR TIME



I. PARENT ACTIVITY

Time is all around us. We must do so many things at special times. We wake up. We eat breakfast. We go to work or school. We eat lunch. We get home. We eat supper. We watch a TV show. We go to bed. Many of these things must be done on time. We could lose a job if we don't get to work on time. We miss the TV show if we don't turn the TV on at the right time. Some people take medicine at special times. They can get sick if they do not take it at the right time.

Time is important. Children need to understand time. Clock time is only one part of understanding time. Think about these parts of time: seconds, minutes, hours, days, weeks, months, seasons, years. Children need to understand all of them. Tell what you think they need to know about each one.

seconds________________________________

minutes________________________________

hours________________________________

days________________________________

weeks________________________________

months________________________________

seasons________________________________

years________________________________

Parents can help children understand these things by talking about them naturally.

Start by talking about time with your child. Breakfast time and bed time are good times to do this. Say things like this:

"Good morning it's breakfast time!"

"Today is Tuesday. It's a rainy Tuesday."

"On Tuesday we go to the grocery store."

"Today we need to call Grandma, go to the doctor, and write to Aunt Ann."

"We have a busy Tuesday planned."

"What else do we need to do?"

"Today, I'd like to vacuum and get at least one load of laundry done."

"I'd like to go to the park after lunch."

"What would you like to do today?"

Planning with your child will help her understand time. It will also let the child know her plans are important, too. Daily plans are good. Plans for longer times are good, too. Say things like:

"Before it gets cold..."

"Before Grandma comes..."

"After payday..."

"Before vacation..."

You can talk about how much time or how many days you have to get things done.

At bed time you can talk about the day. Did we do what we planned? Did we do things we didn't plan? Tell some things you liked about today. Was there anything you didn't like about today? What should we do tomorrow? What day will tomorrow be?

LEARNING FROM A CALENDAR

Show the child a big bright calendar. You can make one or use one you get from a store, bank or business. Many places give away calendars for advertising. These are some things you can teach with a calendar.

1 year is usually on 1 calendar.

We get a new calendar every new year.

A year has 12 months.

A calendar usually has 12 pages, 1 for each month.

Every month has a name. Read each name to your child.

Every month has 28, 29, 30 or 31 days.

Every month has at least 4 and less than 5 weeks.

There are 7 days in a week.

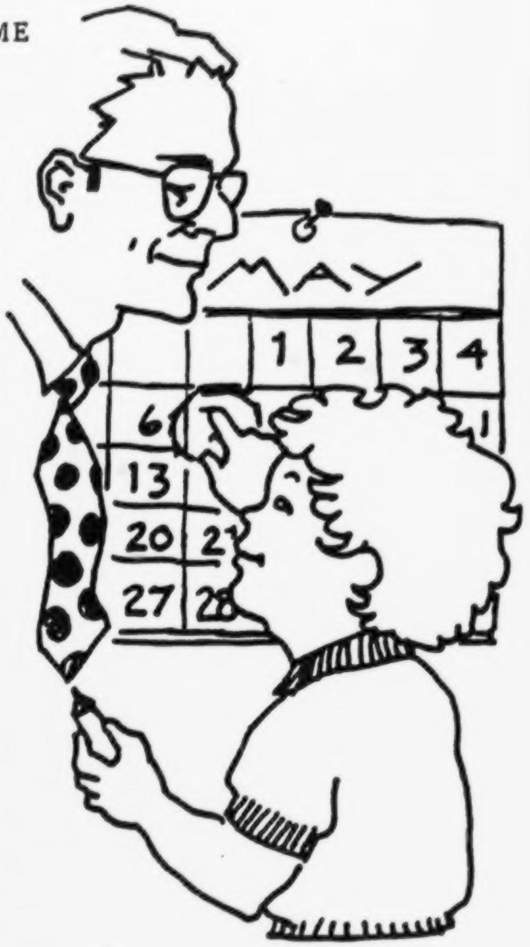
Every day has a name. Read each name to your child.

Every day has a number and a box on the calendar.

There is a space to write special things for each day.

LESSON 3

LEARNING CALENDAR TIME



II. PARENT-CHILD ACTIVITY

1. Find or make a big calendar with room to write on each space. Get 2 markers that are different colors. Get stickers or stars if possible.

Give the calendar to the child. Say, "This is a calendar for 1986. Find 1986." Show the child 1986 on the front and on each page.

Say, "There are 12 months in every year. There are 12 months in 1986. There is a page for each month. Lets count. 1-12." Count together. Say, "This month is (May). Find May. Here's May (find it with the child). Today is (May) 4th. Here is May 4th. Put a sticker or a mark on todays date." (Use the real date for the day you do this.)

Look over the calendar and show the child his birthday, your birthday, and other special days. Mark special days.

Hang the calendar where the child can reach it.

Let the child put a sticker or a mark on the calendar each day. Talk about that day. If the child can read numbers ask the child what day it is. If the child can not read numbers use the calendar to teach numbers. Say "Today is June 9. This is a nine. What day is it? What number is this? Right. That's a nine."

2. Just for fun see what else you can learn from your calendar. Different calendars

have different information. Some show phases of the moon. Some show tides. Some show special holidays. Be sure to look at the pictures. Some show special places you can visit. Some show cars or cats or cartoon characters.

Compare calendars. If possible get a few different calendars and talk about the differences. If you have and old calendar compare last year and this year. Talk about the differences. For example, "Last year your birthday was on a Tuesday. This year it will be on a Wednesday." It can be fun to find things on the calendar together.

3. Older children can learn to add and subtract with a calendar. Try things like this.

"How many days until your birthday?"

"How many days of school before vacation?"

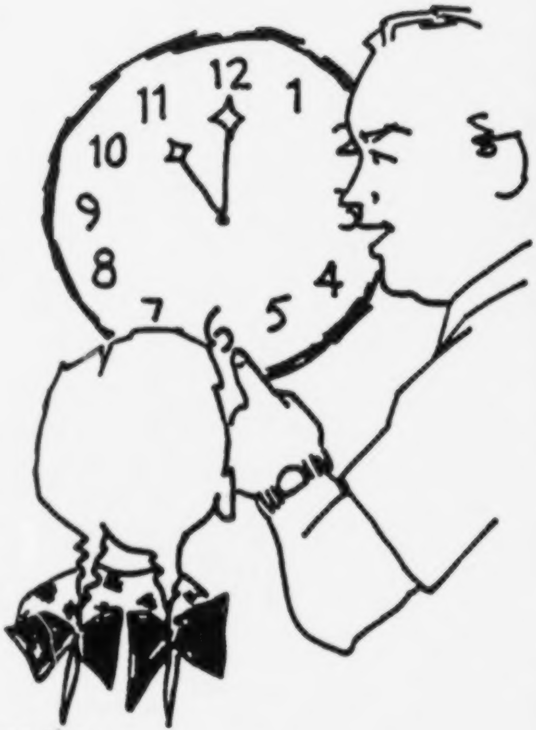
"How many Wednesdays before your dentist appointment?"

First they can count every day. Later they can count weeks and multiply by 7 or 5. They may count months and add 30's and 31's. (Maybe 28 or 29.) This way they can find out how many days are in each month.

4. Make up your own "calendar problems." Reading and using the calendar can be fun.

LESSON 4

TELLING TIME



I. PARENT ACTIVITY

To tell time a child must recognize numbers and be able to count to 60. But a child can learn a lot of things from a clock before he learns to tell time.

The child can learn to:

recognize numbers
count from 1 to 12
count from 1 to 60
find out how long a minute is
find out how long an hour is
recognize that some things need to be done on time

Digital clocks are the easiest. Start with a digital clock if you can. A clock face is harder. The child needs to know more things to tell time on a clock face. It can be fun to learn about a clock face, but it is hard to learn to tell time on a clock face.

To learn to tell time on a digital clock a child needs to recognize numbers up to 60.

To learn to tell time on a clock face a child needs to learn these things:

recognize numbers from 1 to 12
count dots from 1 to 60
count by 5's while looking at 1 to 12
divide circle (clock face) by half and by quarters
recognize big hand, little hand (and maybe second hand)

The second hand is really the third hand on a clock - that can be confusing. peach the 2 meanings of the word "second".)

Understand before the hour and after the hour.

Know these words mean the same thing:

1:15 and quarter after one and 15 minutes after one

1:30 and half past one

1:45 and quarter of two

1:35 and 25 minutes until 2

1:50 and 10 minutes until 2

Estimate time ("It's almost 10 of 2"). The list could go on and on.

There are lots of different kinds of clock faces. Some are square. Some are round. Some have Roman numerals. Some have no numbers. They have lines where the numbers should be. Some don't have all the numbers, only 1, 3, 6, 9 and 12. That's good for counting by three or dividing 12 into quarters, but it's hard for learning to tell time.

For a child, choose a clock that is round and has all the numbers from 1 to 12. Also look at the hands. Make sure that you can see exactly where they are pointing. That's important for before and after the hour. Also make sure that it is easy to tell the little hand from the big hand.

Try to have a digital clock and a clock face the child can see.

LESSON 4

TELLING TIME

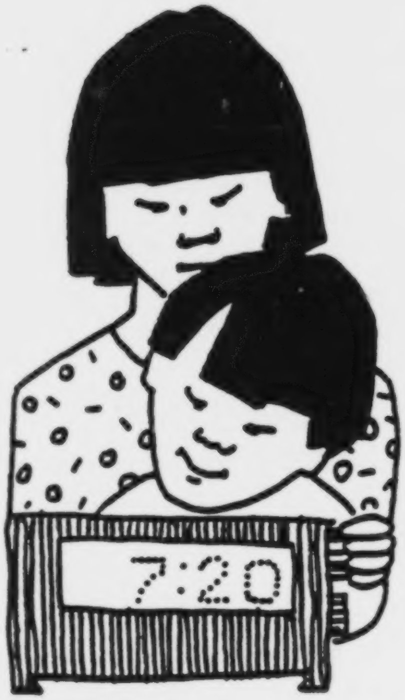
II. PARENT-CHILD ACTIVITY

1. DIGITAL CLOCK.

a. Show the child the clock. Tell him the numbers on the left of the dots (point to them) tell about the hours. The numbers on the right of the dots (point) tell about the minutes in each hour.

Ask him to watch and see how many hours there are on the clock. Change the hour while the child watches.

Ask "What numbers do you see?" "What number comes after 12?".



Let the child change the numbers. Read each number with the child. Have him do it many times. Show him that it happens every time.

b. Now show him the minutes. Count with him as you change the minutes.

c. Set the clock for these times:

bedtime________________ school time________________

wake-up time__________ dinner time________________

Have the child select more times and have fun changing the clock.

d. You can teach numbers and number order on a digital clock. Try this. "This is a 6 (point to the 6). It is 6:50. That's 10 minutes until 7:00. You can play until 7:00. Let me know when you see the 7." You have told the child the next number will be

7. He doesn't need to recognize the number 7 to tell you when it's 7. He only needs to recognize that the 6 has changed. He knows it's a 7 because you told him it would be a 7. Try this many times and he will begin to tell you when it is 7:00. Here are more examples.

> "At 3:00 I will stop working and play with you. Tell me when this 2 changes to 3."
>
> "At 8:00 you may turn on the TV."
>
> "It's 7:00 now. At 7:15 you may have a treat. This is what 7:15 looks like (write 7:15 on paper for the child). Tell me when it's 7:15."

e. Older children can learn subtraction from the clock. "It's 5:50. How many minutes until 6." Run the clock ahead and count each minute. Make it easy at first. When the child learns the easy ones start giving harder ones. Be sure to make it fun.

2. CLOCK FACE TIME.

a. Begin with looking at the numbers. Talk about the numbers and where they are on the circle. Find the 1. Point to each number and count. Ask, "What comes after 12?"

Talk about the hands. Point out the little hand. Say, "It's the smallest but it's the most important. It tells us what hour it is. It lets us know if it's before the hour or after the hour. Watch the hour hand as I turn the clock. It's not 2:00 until the little hand points right at the 2." Keep turning the clock and say "Let me know when it's 3:00. It's not 3:00 until the little hand points right to the 3." Ignore the big hand until the child gets the idea that the little hand is the most important. Talk about these things while you look at the little hand.

> "The little hand moves slowly."
>
> "It takes 1 whole hour for the hand to move from 1 number to the next. 1 hour is 60 minutes."
>
> "You can say 3 o'clock when the little hand points right at the number."
>
> "You can say it's after 3 o'clock if the little hand is after the 3."
>
> "You can say almost 4 if the little hand is almost to the 4."

"You can say about half past 3 if the little hand is about ½ way between the 3 and the 4."

b. After you have lots of fun with the little hand start talking about the big hand.

Talk about these things:

"The big hand tells us about minutes."

"The big hand helps the little hand by telling us exactly how many minutes it is after 3 o'clock or before 3 o'clock."

"When the big hand is straight up we say o'clock."

"When the big hand is straight up the little hand will point right at a number."

"The big hand has 60 minutes to get all the way around the clock and back to pointing straight up."

"Some clocks show 60 dots for all 60 minutes."

"Some clocks only have dots for each 5 minutes."

"The 5 minute dots are by the hour numbers."

"We use the numbers only to tell hours - not minutes."

"We use the dots to tell about minutes." (If there are no dots on your clock talk about pretend dots.)

"Let's count the minute dots." Move the big hand as you count. "Now it's 2 o'clock. Now it's 1 minute after 2, now it's 2 minutes after 2, 3 minutes after 2, 4 minutes, 5 minutes,..." Keep going until it's 60 minutes after 2. Say "Look 60 minutes after 2 o'clock is the same as 3 o'clock."

"There are 60 minutes in every hour."

"People count faster by counting by 5's instead of 1's. Count again. Move the minute hand and county by 5's. "2 o'clock, 2:05 or 5 minutes after 2; 2:10, 2:15, 2:20, 2:25, 2:30, 2:35, 2:40, 2:45, 2:50, 2:55, 2:60 oops! 2:60 is the same as 3 o'clock. We say 3 o'clock instead of 2:60." Keep going and count again 3:05, 3:10, 3:15, etc.

Have fun doing this as long as your child enjoys it.

You may need to repeat these ideas many times. Telling time on a clock face is not easy but you can make it fun.

c. Later your child may be ready for quarter after, half past and quarter of. Some children just learn:

"Say quarter after when the big hand is on the 3."

"3:15 is the same as quarter after 3."

"Say half past when the big hand is on the 6."

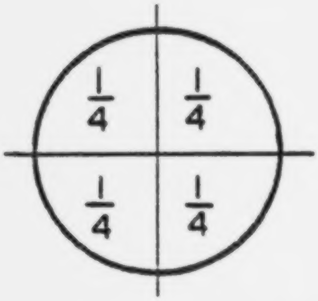
"3:30 is the same as half past 3."

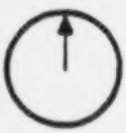
"Say quarter of when the big hand is on the 9."

"3:45 is the same as quarter of 4 or 15 of 4."

d. It can be fun to teach your child why we say quarters and halfs when we talk about time.

Draw a circle on a piece of paper. Draw 2 lines to cut the circle in 4 equal pieces. Say "When we cut a whole thing in 4 equal pieces we call each piece one fourth or one quarter. The hands on a clock are like the lines that divide this circle in quarters. When the big hand moves from the 12 to the 3 it has passed 1 quarter of the clock - so we say it is quarter after. When it gets to the 6 it has passed 2 quarters or ½ of the clock so we say it is half past. When the big hand gets to the 9 it has passed 3 quarters and only has 1 quarter to get to the next hour. We say quarter of."

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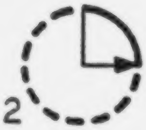
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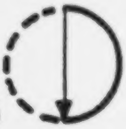
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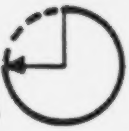
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Quarters are fourths. Lots of things can be divided into quarters.

Try these:

Cut an apple into 4 pieces. Let your child eat ¼ or 1 quarter. Let the child eat another quarter. Now the child has eaten ½ an apple. You eat the other 2 quarters. Talk about quarters and halves.

Cut the childs sandwich in 4 pieces. Talk about quarters.

Give the child a $1.00 bill. Have him get 4 quarters change. Now he has 4 quarters. Let him spend ½ of it.

Find other things you can divide in quarters.

3. Put the digital clock and the clock face together. Compare the differences. Find out which one your child likes better and why.

4. Start timing some activities. Write down beginning time. Write down ending time. Subtract beginning time from ending time to see how much time something took. At first just count from beginning to ending time. Then look at how it is done on paper. Subtracting time is tricky. If you need to borrow minutes from hours borrow 60 minutes not 10 or 100.

	(4:30	+	60)		
ending time	5:30	=	5:30	=	4:90
starting time	-4:58	=	-4:58	=	-4:58
					32 minutes

58 is larger than 30 so you must borrow. If you borrow 1 hour you are borrowing 60 minutes. Add 60 to the 30 you have to get 90. Now subtract 58 from 90. The time from 4:58 to 5:30 is 32 minutes.

Try timing these things:

a. How long does it take to make your bed?

ending time ____________

starting time - ____________

bed making time ____________

b. How long does it take to eat breakfast?

ending time ____________

starting time - ____________

eating time ____________

c. How long does it take to run around the yard or the park?

ending time ____________

starting time - ____________

running time ____________

d. How long will it take us to unpack the groceries if we work together?

ending time ____________

starting time - ____________

unpacking time ____________

e. Make up your own time problems.

PARENTING TIP

Use the "real thing" if you can. It is easier to understand time on a real clock. Teachers use cardboard clocks or clocks drawn on paper. They have many children to teach. It is hard to get many real clocks. You are teaching 1 child at a time. It is easier for you to get 1 real clock. Let your child change the time. Let him see what happens to hours as he changes minutes. Let him "play" with the clock - safely - while you are with him. Show him how. Then let him try it. Show him lots of times.

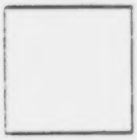
Don't teach too much at one time. Don't let it stop being fun. You are teaching only 1 child. You don't have to "go on" if your child doesn't understand. There are many difficult ideas involved in learning to tell time. Take it slow and easy and make it fun.

LESSON 5

GEOMETRY SHAPES

I. PARENT-ACTIVITY

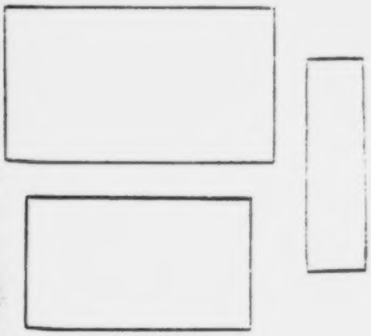
Children need to know shapes. Shapes help them with many skills. When adults learn about shapes it's called geometry. These are some shapes children and adults need to learn about.



These are squares.

There are 4 sides.

All 4 sides are the same.



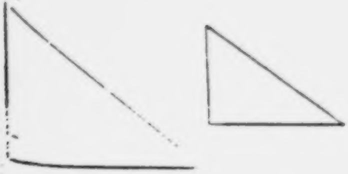
These are rectangles.

Rectangles have 4 sides.

2 sides are the same.

(2 opposite side)

The other 2 are the same.



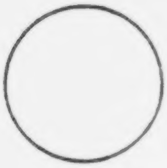
These are triangles.

All triangles have 3 sides.

The sides can be the same.

The sides can all be different.

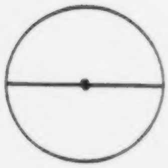
The distance around a square, rectangle or triangle is called the perimeter. To fence a yard we need to know the perimeter. We find the perimeter by adding the length of all the sides.



These are circles.

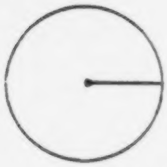
A circle is round.

Every point on the outside of the circle is the same distance from the center.



A line across a circle that goes through the center is called the diameter.

We measure the size of dishes and pizza by the diameter.



A line from the center of a circle to the outside is called the radius.

1 radius + 1 radius equals 1 diameter.

If we know the radius we can find the diameter.

The distance around a circle is called the circumference. We need to know the circumference to frame a round picture.

Adults need to know about shapes for many jobs. A builder needs to know shapes to build houses. A carpenter needs to know shapes to buy enough lumber to make things. We need to know shapes to buy rugs, curtains, material and table clothes.

Shapes are all around us. Children can learn about shapes from things they see everyday. Name the shapes you see on these things.

A button________________________

A cereal box____________________

A picture frame__________________

A sink__________________________

A bed___________________________

A cup__________________________

A refrigerator___________________

A door_________________________

A room_________________________

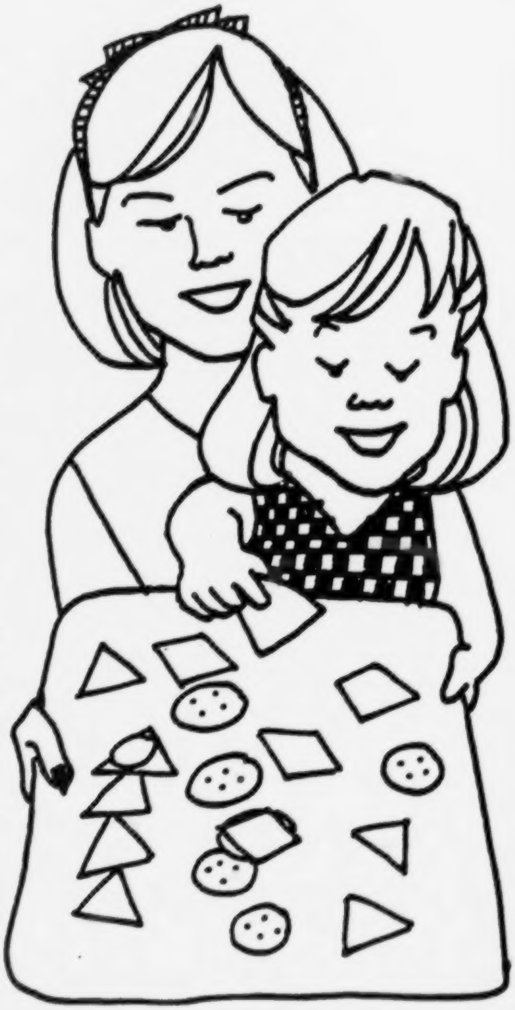
A window_______________________

Make a list of other things around you that can help you teach your child shapes.

circles	squares	rectangles
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

LESSON 5

GEOMETRY SHAPES



II. PARENT-CHILD ACTIVITY

1. Have a shapes lunch or snack.

Buy crackers that have different shapes.

Buy cheese that you can cut in different shapes. Put the crackers and cheese on a big plate. Say "You may eat all the squares. I will eat all the triangles." At first tell the child the shape. Later let the child tell you the shape. Say "This is a square. This is for you. this is a triangle this is for me." Let the child pick more squares. You pick more triangles. Talk about squares and triangles. Say "This is a square. It has 4 sides. Count 1, 2, 3, 4." Say "This is a triangle. It has 3 sides."

Do this lots of times. Also try these things:

Serve circle shaped crackers.

Put a square piece of cheese on a circle cracker.

Add other foods that are other shapes.

Try these:

chunk pineapple

sliced pineapple

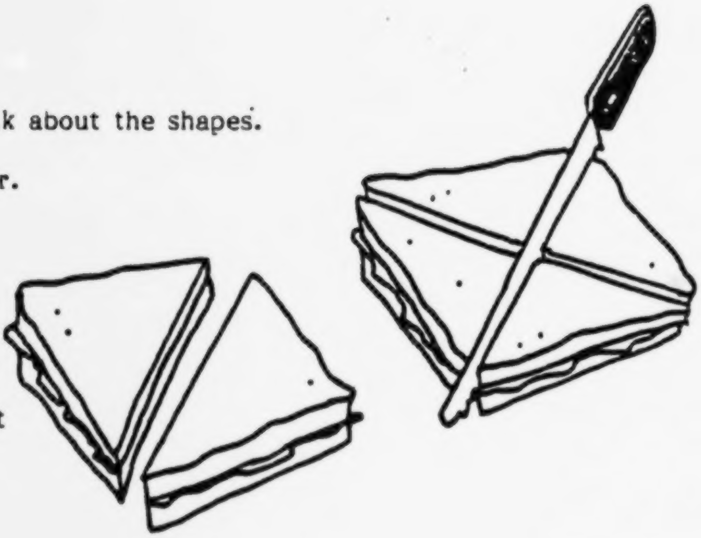
sliced grapes

sliced olives

sliced bananas

Let your child suggest foods. Talk about the shapes.

2. Make "Shape Sandwiches" together.



Put out these things:

square bread

round lunchmeat

rectangle or square lunchmeat

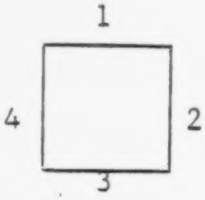
round sliced cheese

square sliced cheese

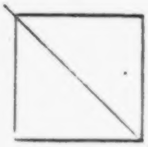
Now build a "shape sandwich and talk about the shapes as you put them on the bread.

When the sandwich is made. Ask "Do you want your sandwich in triangles, rectangles or squares today?" Let the child choose and show her how to cut the sandwich to make the shapes.

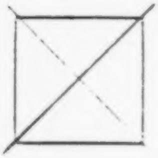
Say:



"Now the sandwich is a square. It has 4 equal sides. Count 1, 2, 3, 4.

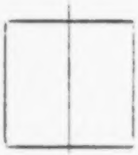


"To make 2 triangles I will cut it from corner to corner." Count 3 sides.



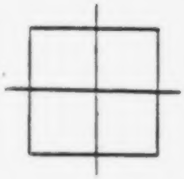
Ask "What happens if I cut it from corner to corner again?" Right, I have 4 triangles. Count 3 sides on each triangle.

Say:



"Now look at my sandwich. I want rectangles. I'll cut my sandwich from side to side. Now I have 2 rectangles. 4 sides, 1, 2, 3, 4. 2 long sides and 2 short sides."

At another time show the child what happens if you cut the sandwich from side to side again. One square becomes 2 rectangles. 2 rectangles become 4 squares.



Older children can talk about halves and quarters. They can begin to add fractions. (For example: How many quarters are there in 1½ sandwiches?)

3. Go on shape hunts.

   a. Today we are looking for circles. Take paper and make a list of all the circles you can find. Say "I see a circle on your bike. Do you see it?" (wheel) "I see a circle on the car. (tire) I see a circle on the wall (clock) I see a circle in the cupboard." (plate) Count the plates to see how many circles there are in the cupboard. Add up all the circles you find. If you have 2 adults and 2 children you can have a contest to see who finds the most circles.

      The child may find many things that are not real circles. You can make another list of "almost circles". This will give you a chance to talk about what makes a circle a circle. If you have something that "might be" a circle. You can measure the radius (center to edge) at several different places to see if it is the same.

   b. Go on a square hunt, a rectangle hunt or a triangle hunt. Talk about how you know if something is or is not a shape.

   c. Cut out lots of triangles (or other shapes). Give the child a big piece of paper, some glue and your shapes. The child can make a triangle picture.

      Next time try a different shape.

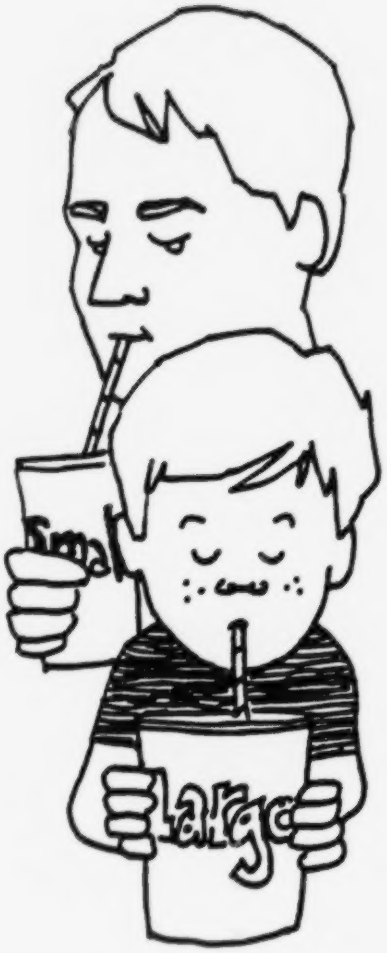
      Try 1 of each shape.

      Try 1 big & 1 small of each shape.

      Give the child paper and scissors and let him try to cut different shapes.

LESSON 6

MEASURING



I. PARENT ACTIVITY

We need to measure many things. Size is all around us. We are often asked "What size would you like?" The answer to that question is not always easy. Write an answer to each of these questions.

1. What size drink would you like?
2. What size shoe do you wear?
3. What size TV do you have?
4. What size pizza can you eat?
5. What size is your bedroom?
6. What size is your bed?
7. What size shirt do you wear?
   (men's and women's shirts are measured differently.)
8. What size refrigerator (or freezer) do you have?
9. What size is a can of soup?
10. What size milk do you buy?
11. What size turkey did you have at Thanksgiving?
12. What size is the dose for your medicine?

These sizes are measured in many different ways. Some of your answers may be "I don't know" or "I need to go home and measure." Think about the things you would use to measure these things. There are lots of different ways to measure.

You can teach your child many things about measuring before he can count or read numbers. You are teaching measurement when you use words like; big and little, large and small, tall and short, long and short, a little bit and a lot. Use these words when you talk to your child.

There are several different types of measures that we use. We use linear measure when we measure lines or distances. Some linear measures are: inches, feet, yards, miles, meters, centimeters and kilometers. (A meter is a little longer than a yard.)

We use liquid measure when we measure liquids. Some liquid measures are ounces, cups, pints, quarts, gallons, liters, milliliters, and kiloliters. (A liter is a little bigger than a quart.)

We use solid measures when we measure weight. Some solid measures are ounces, pounds, tons, grams, milligrams, kilograms.

Tell what measure you would use for these things:

milk ______________________

pills ______________________

flour______________________

a carpet____________________

cake ______________________

a race ______________________

your weight__________________

your height__________________

Think of other things you and your child can measure.

LESSON 6

MEASURING

II. PARENT-CHILD ACTIVITY

1. HAVE A BIG AND LITTLE DAY.

Use this day to let the child choose between big and little. Think of all the big things you use. Think of all the little things a child uses. Point out the difference. Here are some examples.

Put out an adult shirt and a childs shirt. Which is big? Which is little? Which one do you want to wear today? Let the child wear the one he chooses. He may change his mind later. That's OK, too. Do the same with these items:

Big shoes - Little shoes

Big socks - Little socks

Big toothbrush - Little toothbrush

Big cup - Little cup

Big fork - Little fork

Big plate - Little plate

Big piece of cake - Little piece of cake

Big pajamas - Little pajamas

Let the child think of other big and little things. Have fun trying to use little things when you need big things. Let the child have fun trying to use big things when he really needs little things. Talk about size. Talk about "the right size." Talk about the idea that bigger is not always better.

2. **GROCERY SHOPPING TRIP.**

Shop with your child one day when you are not in a big hurry. "Think out loud" about sizes as you shop. Talk about sizes of things you are buying. Say why the size is important. When possible let the child make a decision about what size to buy. Here are some examples.

> "I need 4 little apples for our lunches and 2 big apples for your dad's lunch. He likes big apples."
>
> "This is a little head of lettuce. I want a big head of lettuce."
>
> "The little oranges look better than the big oranges."
>
> "Let's get a little package of green beans. We won't need a big package this week."
>
> "We're out of potatoes. Let's get a big bag of potatoes. We need the 10 pounc bag, not the 5 pound bag."
>
> "Let's get a big package of chicken for dinner, not a little package. Grandma and Grandpa are coming for dinner."
>
> "Do you want a big box of cereal or a little box of cereal this week?"
>
> "Do you think we need a big box of raisins or a little box of raisins?"
>
> "Should we buy 2 little jars of applesauce or 1 big jar of applesauce?"
>
> "Do you want a big jar of apple juice or a big jar of grape juice this week?"

The list can go on and on. You and your child can have fun making decisions together.

3. **GROCERY SHOPPING WITH OLDER CHILDREN.**

Older children can be very helpful in the grocery store. They can also learn about sizes in the grocery store. Try these ideas:

> "Please get a 2 pound bag of onions."
>
> "Please get at least 6 bananas."
>
> "I need an 8 ounce can of tomato sauce and a 12 ounce can of tomato paste."
>
> "You may ask for 1 pound of sliced bologna."

"Also get ½ pound of sliced cheese. You may choose which kind."

"Get 2 gallons of milk."

"Please choose some potato chips, but get a big bag. Check for the cheapest price."

"Which costs more per ounce. The big bottle of shampoo or the little bottle?"

"Please get a 2 liter bottle of Coke."

The list can go on and on and your child can help you get the shopping done more quickly. At first it will be slower. As the child gets to know how you shop, he can be very helpful.

4. PUT TOGETHER A MEASURING KIT.

You can use it for a birthday gift. In a box put these things:

1 set of measuring spoons

1 set of measuring cups and 1 plastic measuring cup marked at 1/4, 1/3, 1/2, 2/3 and 3/4 cup.

1 small (6 inch) ruler

1 measuring tape

a. The spoons and cups make great sand and water toys. They also help the child learn measuring and pouring. Let the child play with them whenever he wants. When you play with him try these things:

Pick 2 cups. Ask "Which is bigger?" Fill one of the cups with sand or water. Ask "Will this water fit in the other cup?" Try it and see. Pour water back and forth between cups. See what happens. Try the same with different cups and spoons. Say "How many times do you think we can fill this spoon and pour it into the cup to fill it?" Try it and see if you are right. Have fun pouring, filling, spilling, dumping and starting over. Play with the measuring things as long as you are having fun.

b. Use the ruler and measuring tape to find out how long things are. The child will think of lots of things to measure. Let her measure some of these: her shoe, her foot, the table, a spoon, a bigger spoon, any toy, the door, the room. Be sure to talk about the measures and get different kinds of measures - inches, feet, centimeters, meters. Older children or children who get good at measuring can try these: the circumference of a plate, the diameter of a plate, the radius of a plate, the perimeter of the table, the perimeter of the room. You and your child can think of lots more. Try talking about area and volume if you wish.

5. **LET THE CHILD HELP WITH REAL MEASURING TASKS WHEN THEY ARE NEEDED.**

These are some examples.

a. "Please help me measure the window. We are going to buy a new curtain."

b. "We need a new rug here. Please help me measure this space."

c. "We are going to make a picture frame. Please help me measure this picture."

d. "I am going to cover this shelf with contact paper. Please help me measure the shelf."

e. "I need the 10 inch plate for this recipe. Which of these plates is the 10 inch plate?"

You and your child will think of lots of things that need to be measured.

PARENTING TIP

Praise your child for helping you. Tell her how nice it is to have help. Take your time and allow the child to take whatever time is needed. Allow time for mistakes. Allow time to "check" and measure again. You may need to show the child many times. Be ready to tell the child the answer if she cannot figure it out. Don't let her struggle with a task she cannot do. You are teaching her how. You are not testing to see if she can do it alone. Later she will be glad to show you when she can do it alone.

If you are in a hurry, you may need to do the task alone. It can be frustrating for you and your child if you try to teach something when you don't have time. You can tell the child you are in a hurry. You can show the child what you are doing. You can say that the child may help the next time. Then be sure the child has a chance to help later.

LESSON 7

OBSERVING

I. PARENT ACTIVITY

Parents can teach science in lots of ways. They teach science by teaching a child to observe things. Observing is stopping and looking carefully. Observing is seeing how things are alike and how they are different.

We teach science when we teach children about their own bodies. Very young children learn, "This is my nose." and, "This is my ear." They learn how their own bodies are like others and how they are different. "Other children have hair. Not all children have red hair." "Hair can be brown or black . Hair is not purple or blue." "Eyes can be blue. Eyes are not orange."

We teach science when we teach children about animals. Children learn "This is a dog." "This is a cow." "A cow says 'moo'." Children learn what makes a dog a dog and not a cow. They learn about lots of animals. They learn to tell the difference between kinds of animals. Adults help them learn by giving them lots of chances to see different kinds of animals. Pictures in books can help. Seeing live animals is even better. Pet stores, zoos and parks are good places to go and observe.

We teach science when we teach children about plants. We have plants in our home. We have plants in our yard, in our neighborhood and in the park. We can teach children about differences in plants. We teach them about what plants need to live. We teach them to take care of plants. Children can plant seeds in a pot or in a garden. They can see how plants grow.

Adults take many things for granted. They can forget how much fun it is to learn about new things. They can forget how they learned about things. Adults can learn by helping children learn.

Think of ways to help children learn about these things.

stars____

planets______________________________________

weather_____________________________________

water_______________________________________

soil____

rocks_______________________________________

energy______________________________________

animals_____________________________________

plants______________________________________

LESSON 7

OBSERVING

II. PARENT - CHILD ACTIVITY

1. **A SCIENCE WALK.**

   a. Plan a "rock" walk. Take along a bag to collect rocks, stones and pebbles. Talk about them as you collect them. Talk about the size, the shape, the feel and the color of each one. At home put them all out on the floor or a table. Look at them and observe differences. Line them up by sizes. Next group them by color. Next group them by shape or feel. Talk about them. Ask your child what he sees. Ask which ones he likes and why. Put them in a "special place" and be ready to compare them to the rocks you find on your next rock walk.

   b. Plan a leaf walk. Collect leaves and talk about them. Group them in the same way as the rocks.

   c. Plan a flower walk - but be sure to teach the child not to pick flowers that belong to someone else.

   d. Plan an "observing" walk. Don't collect, just look and talk about things. Someday you can look for animals. Some day look for plants. You may want to take a piece of paper and make a list of the things you see.

2. **BECOME A BIRD WATCHER**

Make a bird feeder. Use an empty plastic milk carton or bleach bottle. Cut a hole in the side, but leave enough near the bottom to hold seed. Fill the bottom with bird seed from the store or left over bread crumbs. Hang it outside. Put it near a window. Start watching. Write down the kind of birds you see. Let your child tell about them. Look for pictures in a book if you do not know what kind of bird it is. Write down the dates and the times you see the birds. Talk about things that are alike and things that are different about the birds. Be sure to refill the feeder when it is empty.

3. WHAT IS IT MADE FROM - WHERE DOES IT COME FROM?

Plan a grocery shopping trip. Be sure there is extra time for fun. Tell your child you are going to play a guessing game. As you shop point to things on the shelves. See if your child can answer some of these questions.

Is is from a plant or an animal?

What is it made from?

Where did it come from? (place, state, check labels)

Where did it come from? (a garden, a field, a farm)

What was done to it to get it ready to sell?

Start with simple things. For older children let them read labels and read ingredients to find the answers.

4. PLANT A GARDEN

Buy seeds at the store. Try green beans. They are easy to grow. Start the garden inside. Use an empty egg carton. Have your child fill each cup with soil. Put one bean in each cup. Water a little every day. Put the carton in a sunny place. Do not water too much. Talk to your child about what plants need to grow. Watch for changes as plants grow. Move the plants to the outside if possible. Talk about weather for growing plants. Talk about weeds and good plants. Show the child how to take care of the plants. If you get green beans let the child pick them. Show him how to wash and cook the beans. Enjoy the beans together.

If you have a garden let your child have a small part of it. Help your child take car of it. Talk about the garden. Talk about what plants need to grow.

PARENTING TIP

It's O.K. to say "I don't know." Parents can't know everything. It's better to say, "I don' know, but let's find out together." You can help your child learn how to learn. Show yo child that you have fun learning, too.

Talk about ways to find out what the child wants to know. Let your child "think" of way to find out. Talk about "why" that is or is not a good way.

Here are some good ways to find out things:

"Let's ask Uncle Joe. He likes to fish. He may know what kind of fish that is."

"Let's ask the man at the garden shop. I saw plants like that at his shop."

"Let's ask Grandpa. He has a book about birds."

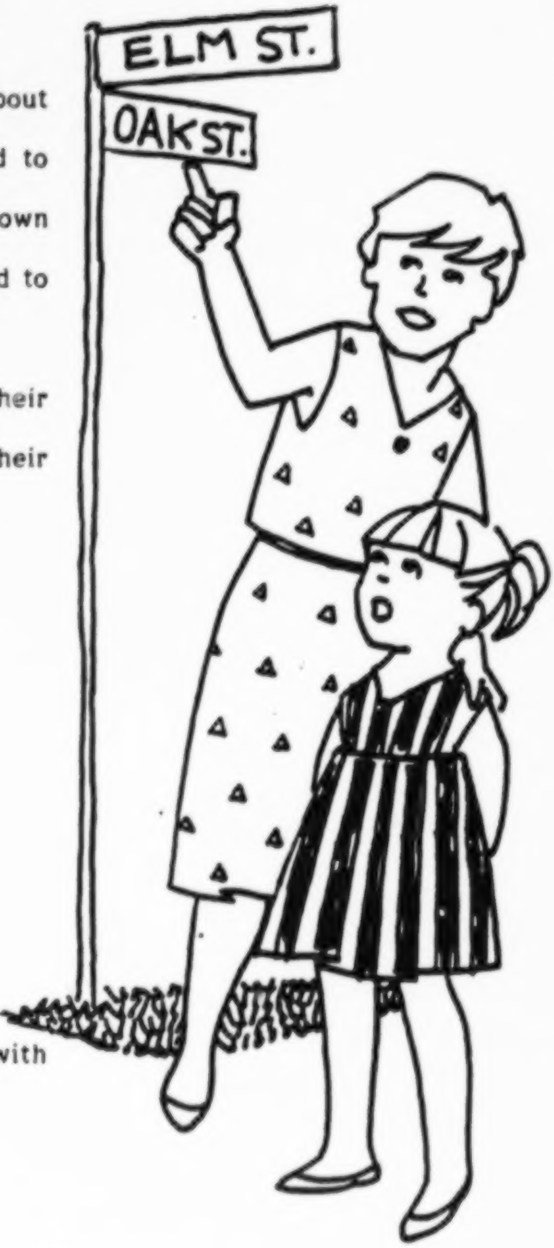
"Let's look in the encyclopedia. It has lots of pictures of insects."

"Let's go to the library. The librarian will help us find a book about rocks."

LESSON 8

OUR FAMILY

I. PARENT ACTIVITY


ELM ST.
OAK ST.

Social Studies begins with finding out about ourselves and the people around us. Children need to know who they are. They need to know their own names. They need to know their address. They need to know their family.

Young children learning to talk should learn their own names. As soon as possible, they should learn their first and last names. Ask children these questions.

What is your name?

Who is your mother?

Who is your father?

Where do you live?

What street do you live on?

What is the number on that street?

What town do you live in?

What is your phone number?

Who takes care of you when you are not with Mom or Dad?

Who is your brother?

Who is your sister?

At first you can say the answer for the child. Say them in sentences.

"My name is ____________."

"My mother is ____________."

"My father is ____________."

"I live at ____________."

Play a question and answer game with the child. That will help him get used to hearing his name and address. It will also let him know that other people have names and addresses different from his. It will give him the idea that his name and address are special and important.

Try something like this: "Is your name George Washington? No? Is your name Big Bird? No? Is your name Oscar the Grouch? No? Is your name (give a name he knows)? No? Well, what is your name?" Have fun playing this game over and over again. Change the names often. Do it with the address and the other information. Make it fun.

This information is important for two reasons. It helps the child know about himself. It also helps in an emergency. If the child is lost and needs help he can get it. If something happens at home he can call for help.

Children should also know about relatives and relationships. When you talk about other people let the child hear words like: mother, father, brother, sister, cousin, aunt, uncle, grandmother, grandfather, friend. Explain what these words mean. Say thing like:

"Aunt Ann is coming for dinner. Your Aunt Ann is my sister."

"I talked to my dad today. My dad is your grandfather."

"Sue is our neighbor. She lives near us."

"Andy is coming to play. Andy is my friend's son."

"I love my daughter. You are my daughter."

Knowing special relationships can make your child feel special. It also lets other people know that they are special to you.

Take time to let your child know himself and his "family." If part of the family is far away, your child can still get to know them. Cards, notes and pictures can help. Telephone calls on special days are good ways to "know" people. Try things like this:

> "You drew a beautiful picture. Grandma would be so proud. Let's send it to her."
>
> "Aunt Debbie made that dress for you. Let's take a picture of you in that dress. We can send it to Aunt Debbie."

"Your cousin, Sam, has a birthday coming soon. Let's make a card and send it to him."

You can help children get to know about themselves. One way you can do this is by telling things about yourself. Tell children funny things that happened to you. Tell them about you when you were a child. Use words like:

My friend and I, my brother, my sister, my mom, my grandfather.

Show them pictures of you as a child. Show them pictures of relatives. Say things like:

> "This is your Uncle Jim. He was my little brother. Now he is taller than I am."

Have fun looking at old pictures and talking about people, clothing, houses, cars, haircuts and other things in the pictures.

You can help your child by getting to know more about yourself. Fill in the "family tree" on the next page. Put in your name. Then fill in all the relatives you can think of. Make more lines if you need them. Find out all the names that you can. Ask your parents and other relatives for help.

FAMILY TREE

YOUR NAME

YOUR FATHER

YOUR BROTHERS

AND SISTERS

YOUR MOTHER

YOUR GRANDFATHER

YOUR AUNTS

AND UNCLES

YOUR GRANDMOTHER

YOUR GREAT GRANDFATHER

YOUR GREAT GRANDMOTHER

YOUR GREAT GRANDFATHER

YOUR GREAT GRANDMOTHER

YOUR GRANDFATHER

YOUR AUNTS

AND UNCLES

YOUR GRANDMOTHER

YOUR GREAT GRANDFATHER

YOUR GREAT GRANDMOTHER

YOUR GREAT GRANDFATHER

YOUR GREAT GRANDMOTHER

OTHER RELATIVES YOU KNOW

NAME	RELATIONSHIP TO YOU

LESSON 8

OUR FAMILY

II. PARENT - CHILD ACTIVITIES

1. ALL ABOUT ME BOOK.

Make a book. Use pieces of colored paper and staple them together at the side. Help the child do these things:

On page 1:

Print "All About Me."

Paste a picture of the child.

Print the child's name.

On page 2:

Print "My name is ______________."

Print "I am ______________."

Have the child draw a picture of herself.

On page 3:

Print "I live at ______________."

Have the child draw a picture of her house or apartment.

On page 4:

Print "This is my room."

Have the child draw a picture.

On page 5:

Print "This is my family."

Have the child draw a picture.

On page 6:

Print "I like ____________."

Have the child draw a picture.

Add more pages if you wish. Let the child give ideas for other pages. Make it as long or as short as you wish. You may want to add a page a day for a week. You may want to add a page when something special happens.

Other pages could include:

"Today I ______________________."

"My favorite place is ____________."

"This is my ____________________."

Read the book to the child. Let the child read the book to you. Let the child read the book to friends and relatives.

2. **PICTURE DAY.**

Set aside a special time. Gather all the "people" pictures in the house. Get picture albums. Get picture from walls and tables. Check boxes and drawers. Spread the pictures out and start looking. Look at and talk about the pictures. Ask questions like:

"Do you remember this?"

"Do you know who this is?"

"When was this taken?"

"How old were you then?"

"Do you remember that ________ (shirt, bike, house, etc.)?"

Use the pictures to get ideas for "old stories." Use this time to label pictures if they are not labeled. Organize the pictures by dates. Make piles labeled by the year. "Put all the 1985 pictures in this pile." Next organize each pile by season: Spring of 1985, Summer of 1985, Fall of 1985, Winter of 1985-1986. Holiday and birthday pictures may help. Talk to the child about how you know the year or the season. Let the child "look for clues" about the year or the season. You may need to ask relatives for help with old pictures. You may want to have a "picture party" and ask relatives to bring some pictures they have. Old pictures can be really fun. Be sure to label the pictures when you get them figured out. Put this information on the back: date, full names of people, special occasion or information that helped you figure it out.

3. **SPECIAL REPORTER.**

Have your child become a "reporter." Let her "interview" someone in the family. Let her get a "story" to write or tell the rest of the family. Older people in the family will be glad to talk to the child. They may have some good memories to share. Children can ask things like:

"What was Daddy like when he was 5?"

"Where did you live when you were little?"

"What was your school like?"

"How did you first meet Grandpa?"

"When did you get your first car?"

Children will think of lots more questions. Let them tell you what they found out.

4. **FAMILY TREE.**

Help your child make her "family tree." Have her fill out the next page. Use her name for the first blank and put down all the family names you can think of. Help her find out names that she doesn't know. Have her ask relatives for information she doesn't know. She can be a Special Reporter asking questions about her own family tree.

PARENTING TIPS

Use old stories to help your child learn. Tell stories that begin:

"When I was your age...."

"I remember when...."

"Your grandfather used to...."

"When my little brother did...."

Be careful when you use old stories! Try to use them to help children get to know about other people. Try not to use them to punish or shame someone. Don't use old stories to tell children these things:

"I used to be good. You are not good."

"I had it hard. You have it easy."

"The old days were better."

"I was good. Uncle Jim was bad."

Use old stories to tell children these things:

"Things were different then."

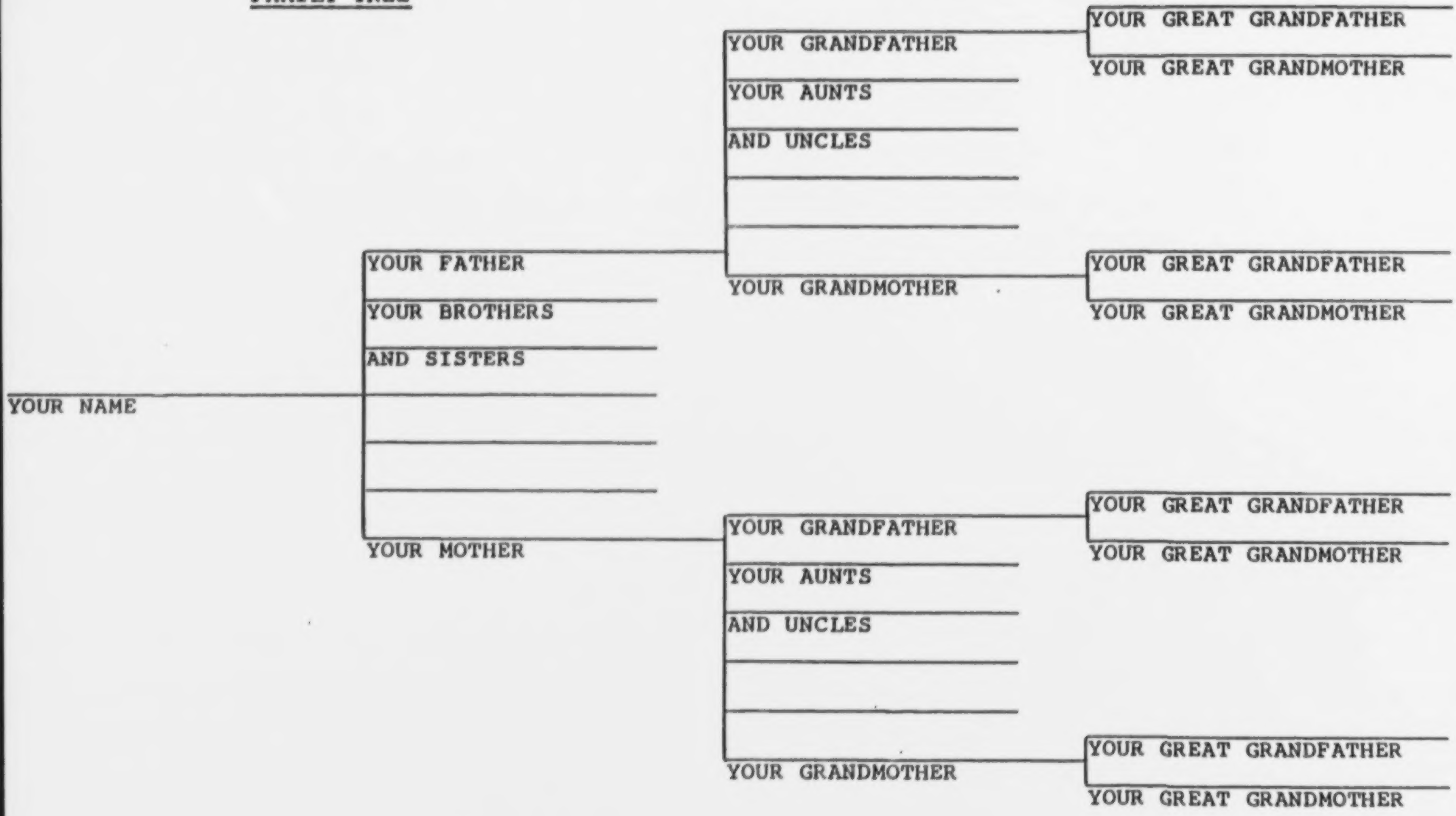
"I have some happy memories."

"I have some sad memories."

"I want to share some stories with you."

"I want you to get to know about me and my family."

FAMILY TREE


YOUR GREAT GRANDFATHER
YOUR GREAT GRANDMOTHER
YOUR GRANDFATHER
YOUR AUNTS
AND UNCLES
YOUR GRANDMOTHER
YOUR GREAT GRANDFATHER
YOUR GREAT GRANDMOTHER
YOUR FATHER
YOUR BROTHERS
AND SISTERS
YOUR NAME
YOUR MOTHER
YOUR GREAT GRANDFATHER
YOUR GREAT GRANDMOTHER
YOUR GRANDFATHER
YOUR AUNTS
AND UNCLES
YOUR GRANDMOTHER
YOUR GREAT GRANDFATHER
YOUR GREAT GRANDMOTHER

OTHER RELATIVES YOU KNOW

NAME	RELATIONSHIP TO YOU

LESSON 9

OUR COMMUNITY

I. PARENT ACTIVITY

Social Studies begins with learning about ourselves and our family. It is also learning about our neighborhood and our community. At first children learn their own names and addresses. When they know what street they live on they can begin to learn about other streets. They can begin to recognize their home as different from other homes. They can see that the number on their home makes it a special place. It cannot be mixed up with other homes like it, because it has a special number. You can show them how the mailman knows just how to get mail to a special person on a special street at a special number.

When the child knows his address, talk about other addresses. Look at neighbors homes. Look at their addresses. Find out about different addresses on your street. How long is your street. Where do the numbers start. Where do the numbers end.

Compare your street to other streets. What makes it different? What is on your street? What is on the next street? What streets are near your home? What homes or stores are near your home? Children can find answers to all these questions. It will help them recognize their own street and home. They may need to tell someone where they live. They may need to show someone how to get to their home.

When children know their own address they can begin to learn other important addresses.

When you leave home tell the child where you are going. Talk about how to get there. Talk about how far away it is. Talk about how long it will take to get there and how long it may be until you get back. This will help the child understand time and distance.

Play a directions game with the child. How do you think we get to the doctor's office from here? How do we get to Grandma's? How do we get to my work? When they get good with short distances try longer distances. How do you get to another town? What towns are near your town? How do you get to another county? What is your county? What counties are near yours? What is your state? Do you know people who live in other states? What is your country? Do you know some other countries? The questions can go on and on. Help your child find the answers to these questions. Write these answers. You may need a map for some of them.

Write your complete address.

____

____

____

____

Write the address of a friend.

____

____

____

____

Write the child's doctor's address.

____

____

____

____

Write your county and all counties that touch your county. ____________________

Write your state and all states that touch your state. ______________________

____

Write your country and other countries that are near your country. ______________________

____

____

LESSON 9

OUR COMMUNITY

II. PARENT - CHILD ACTIVITIES

1. TAKE A WALK.

a. Start at your house. Ask your child "What street is this? Do you want to go left, right or straight ahead?" Point left, right and straight as you ask the questions. As the child learns the directions, stop pointing and let the child say which way is left, right and straight. Go the way the child chooses. At the next corner ask the same questions. Go the way the child chooses. Talk about the choices. Talk about where his directions are taking you. Talk about what you are passing. Talk about why the choices are not always the same. "We can't turn left here. There is no left turn at this corner."

Stop walking when you have used about half the time you have for your walk. Turn around. Say "Now let's see if we can go home the same way we came." Talk about left, right and straight as you go home. "We turned right when we got to this corner. What way do we need to turn to get home?"

Another time try to find a way home that is different from the way you came. Talk about going north, south, east or west.

2. **PLAY MAILMAN.**

Write a few short notes or messages to friends who live close to you. Let the child write a note or draw a picture for the friends. Put them in envelopes. Address them the way you would if you were going to mail them. Let your child draw a stamp on the envelope. Put your return address in the top left corner. Tell your child that she has a job. She is going to be the "mailman" or "mail woman." Talk about the mailman's job. Talk about how important it is to deliver mail to the right person. Take your child for a walk to deliver the mail. Look at street names and numbers as you talk about getting the mail to the right place.

Ask friends and relatives to send short notes or cards to your child. Have them print the child's name and address clearly on the envelope. Have them print their return addresses clearly. Let the child "check the mail" to see if there is anything for her. Have her read her full name and address to "make sure" it is for her. (Read it with her if she cannot read.) Have her look at the return address to see who the letter is from. Let her open and enjoy her mail. Have her read it to you and anyone else who will listen.

3. **MOVING IN.**

Pretend that you have just moved to your home. You know nothing about your community. You and your child must answer these questions. You must also tell how you would get the information if you had just moved in.

	How would you find out?
a. Does your community have an emergency number 911? ______________________	______________________ ______________________
b. What is the phone number of the POLICE? ______________________	______________________ ______________________

How would you find out?

c. Where is the closest police station?

____

d. What is the phone number of the FIRE DEPARTMENT? ______________

e. Where is the closest fire department?

____

f. What is your doctor's name?

____

Phone Number? ______________

Address? ______________

g. What is your hospital name?

____

Phone? ______________

Address? ______________

h. What is the POISON CONTROL NUMBER?

____

i. What is the phone number for an ambulance?

____

j. Where does your mom work? ______________

Phone? ______________

k. Where does your dad work? ______________

Phone? ______________

l. Who could you call if you could not find your mom or dad? ______________

Phone? ______________

How would you find out?

m. Where can you get a telephone?

______

n. Where do you get power for heat, lights, and cooking? ______

o. Where do you call to get water?

______

Sewer? ______

Garbage pickup? ______

p. Do you need a cable to use the T.V.?

______

Where can you get it? ______

What can you get from the cable T.V. company? ______

q. Where is the closest library?

______

Does it cost anything to get a card? ______

How do you get a card? ______

r. Where is the closest school? ______

Playground? ______

Pool? ______

Ball field? ______

Recreation center? ______

s. How can you join 4-H? ______

Girl scouts? ______

Boy scouts? ______

Church group? ______

	How would you find out?
Ball team?	
t. Where can you get child care?	
Food stamps?	
Family counseling?	
Driver's license?	
Special education help?	
Adult education classes?	
Voter registration?	
Job search help?	
Job training?	

You and your child can think of other things to add as you get to know your "new" community. You may want to share this information with someone who really is new to your community.

4. **MAP MAKING FUN.**

a. Take a large piece of paper. You and your child draw a map of your neighborhood. Put in your street and your house first. Start from there and add neighbor's houses and streets. Tape more pieces of paper together if you need them. Talk about houses and buildings as you draw. Use words like: bigger than, smaller than, near, far, straight, curved, corner, next to, behind. Take a walk to "check" things on the map. Go back and add more to your map. Put the map up in the child's room. Check it to find information or change things if someone moves or builds something new.

b. Next try a map of another area. Your shopping or downtown area would be fun.

5. **MAP READING.**

a. Get a map of your community (The Chamber of Commerce or a local bank may have one). Show the child your street. Put a circle on the map where you live. Point out streets close to yours. Find other places the child knows. Find relatives addresses. Find the doctor. Find the police station. Find the fire department. Find the library. Find the place you work. Have the child use his finger to trace the route from your house to these places. Talk about streets. Use words like: turn left, right, go straight, blocks, intersection, a short distance, a long distance. Next take a walk or a ride and show the child the street you are on. Show him the lines stand for streets. Show him how to turn the map to see left and right turns. Follow the map back home again.

b. Get a map of a larger area—your county or your state. Look at the map with your child. Talk about the map. Talk about towns and special places on the map. Point out your town. Plan a trip to someplace on the map. Use a marker to trace where you will be going. Put a circle where you start. Put a circle where you are going. Talk about how far it is. Talk about what you will pass on the trip. When you go on the trip let the child "read" the map. Look for road signs that will help the child keep track of where you are on the map. Older children can add the mileage and/or subtract the miles you have gone from the total miles of the trip to get the number of miles left to go. If you need a map for the trip, try to get two maps. The child can keep his map in the back seat with him. You can "ask his advice" about how soon a town is coming up or what road comes before the one you need to turn onto.

Be sure to make it fun. Be sure not to make the questions too hard for the child. Give lots of information when asking a question. "Let me see. We are on route ____. We just passed ____ and ____. What should be next?" Make sure the child has enough information to get the answer right. Make sure it is fun! Thank the child for his help.

c. Get a map of the United States. It should clearly show each state. You may already have a map in a dictionary or atlas. Talk about the country. Talk about our country being made up of lots of states. Ask the child if he knows his own state. (Ask him to say his address if he doesn't think he knows his state.) Find his state on the map. Find the capital of his state. Find the capital of the country, Washington, D.C. Talk about how far Washington is from his state. Talk about how long it would take for you to get to the capital. Talk about what other states you would go through to get to the capital. Ask and answer these questions with the child.

How many states are there?

Which state looks like the biggest?

Which state looks like the smallest?

Which states touch your state?

What states have you been in?

What state do you have friends or relatives in?

What states do you have to cross to get to friends houses?

What states have you heard about in the news?

What direction do you have to go to get to that state (north, south, east, west)?

What states are warmer? What states are colder? Why?

The questions can go on and on as long as your child is having a good time.

Put the map in a place the child can reach. When you get mail from another state or hear about another state, find it on your map. Listen for talk about different states. Ask friends about states they have been to. Find them on the map.

d. Get a globe or a map of the world. Talk about it like you talked about the map of your country. Find your country. Talk about size. Talk about land and water. Find other countries. Ask the same kinds of questions you asked about your state and country. Have fun.

LESSON 10

READING A RECIPE

I. PARENT ACTIVITY

Banana Nut Bread 350° 55-60 min.

2½ c. flour
1 c. sugar
3½ t. baking powder
1 t. salt
3 T. vegetable oil

¾ c. milk
1 c. bananas - mashed
1 egg
1 c. nuts - chopped

Measure all ingredients into a large mixing bowl. Beat at medium for ½ minute. Grease and flour a loaf pan. Bake at 350° for 55 - 60 minutes.

Many things can be learned by reading a recipe. Children learn that recipes are organized in a special way. The ingredients (things you need) are listed first. Directions are next. Special words are used in cooking. Some cooking words have abbreviations (short ways to write them):

c = cup
t = teaspoon
T = Tablespoon

Some things are measured in cups or parts of cups. Some things are measured in spoons or parts of spoons. Some things are counted (1 egg) not measured.

Some things must be fixed in a special way to be used: bananas - mashed; nuts - chopped.

Children can learn to get out all of the things they need before they start. They can learn to preheat an oven and set a timer. They learn that temperature and time are important in baking. They can learn what will happen if an oven is too hot, or not hot enough. They can learn what happens if you do not bake something long enough—or if you bake it too long.

Children can learn why you use special things in recipes. Talk about these things as you bake with a child.

Sugar makes it sweet.

Milk makes it moist.

Baking powder makes it rise.

Nuts make it crunchy.

Banana adds a special flavor.

Let the child prepare the ingredients with your help. He can learn: to scoop, to dip, to pour, to mash, to chop, to crack an egg, to mix, to scrape, and to beat. Don't worry about the mess. As the child gets more practice there will be less mess. You can always clean up together later. Your child will learn that cleaning up is just part of cooking. Later he will learn to be neater and to make less mess.

Children who know how to read can be asked to read the recipe as you work. They can check to see if you have everything. They can make sure things are done in order.

Children who do not yet read words can still "read" the recipe for you. Try some of these things:

1. "How much flour do I need? The first item is flour." The child will be able to read because you have told him which word is flour.
2. "Was that 1 or 2 eggs? Egg is the word that starts with e."
3. "I put in the flour, the sugar and the baking powder. That is 3 things. What is next? Was it 1 teaspoon of salt?" The child knows to look at the 4th item. He

knows it might be salt. If he recognizes any letters he may be able to tell that the word is salt.

4. "What temperature should I set this oven on? The little ° means degrees. That tells the temperature. What number has the little ° by it?"

There are lots more ways to tell a child what he can read on a recipe card. Think of 3 more ways.

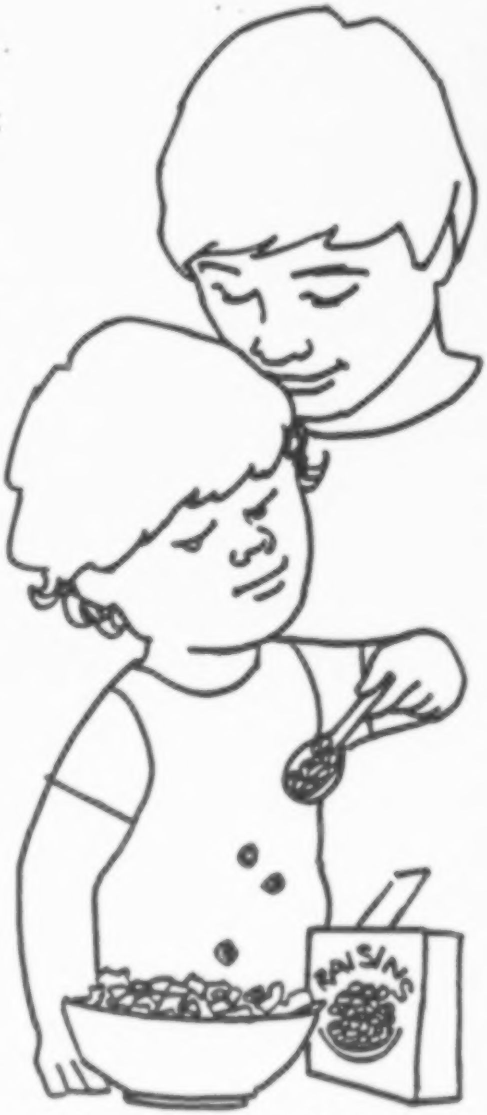
1. ____
____

2. ____
____

3. ____
____

LESSON 10

READING A RECIPE



II. PARENT - CHILD ACTIVITY

1. Get out a set of measuring cups, a measuring cup marked with fractions of cups, and a set of measuring spoons. Talk about them. Show your child the different sizes. Read all the labels together. Play some guessing games to help your child learn about them.

   How many times do you think I must fill this teaspoon to fill the tablespoon?

   How many tablespoons do you think it will take to fill the cup? (or ½ cup or ¼ cup).

   Please pour yourself one cup of juice for your snack.

   You may fill the tablespoon with raisins two times for your snack.

   Do you think one teaspoon of jelly will be enough for your toast? Think of other things to measure for fun.

   Use the cups and spoons for tub or pool toys to help the child get to know them.

2. Start looking for the directions or recipe on everything you make. Ask the child to help "read" the directions. Most food in packages comes with directions. Some things come with recipes or suggestions on how to serve them. Ask questions like these:

   1. Was I supposed to grease that pan or not?

2. How long should I boil this?

3. Does this need to be covered?

4. Was I supposed to put butter in that?

5. I know I put in the milk and the butter. What was the third thing?

3. Try to get an easy cookbook. Your library may have one that you can borrow. Ask the librarian. "Read" the cookbook with your child. Look for new recipes to make together. Copy the ones you like best.

Talk about the Table of Contents. Show your child the sections of a cook book. Show him that the table of contents has page numbers for sections. Choose a section and look through it. Try this, "I would like a new way to fix chicken. The table of contents says poultry is on page ___. Lets look at all the chicken recipes." Choose one that you and your child can work on together.

Also show your child how to use the index. Show her that the index has things in alphabetical order. Tell her that the index is in the back of the book. It is there to help you find recipes fast. Look up "chicken" in the index. Find a recipe that sounds interesting. Have the child find the page number and look to see if you like the recipe.

Young children can help to select recipes by pictures. You may find a child's picture cook book to use with a young child.

Begin to "look up" recipes even if you know how to make things. Let the child compare two ways of making something. Try new ways if they are not the way you do things.

4. "Parents day off." Plan a special day for your child to make dinner. Select a recipe the child has used before. Let the child plan the menu, set the table, fix the food and serve it. (You may want to offer to clean up.) You may "keep the child company" in the kitchen. You may "supervise" (but not too much). You may "assist" by reading the recipe. Let the child do the work. Be sure to say how glad you are to have a

have a child who can fix dinner (or lunch, or breakfast) and be sure to tell him how good the food is.

5. Favorite Recipe Box. Start to collect the recipes your child can make. Show the child how to organize recipes. Add new ones as the child tries something new. Write down things that may seem simple to you—but are a new skill for your child. Have him "make-up" his own recipes for some things. Try some things like this:
    1. Ed's Fried Eggs.
    2. Special Sandwich
    3. Spinach with Cheese
    4. Ed's Secret Biscuits
    5. Banana Nut Bread
    6. Other recipes your child has used or made up.

PARENTING TIP

Cooking and baking will take longer when your child helps. Always allow more time. Later as the child gets more practice he will be faster. Things will begin to take less time. Your will find that your child can really be helpful. He may begin to make things by himself. He will become a real help in the kitchen. He may even start to make meals. You will know that he can learn to take care of himself if you need him to.

Always thank the child for helping. Tell him how well he is doing and how proud you are that he is learning to make things.

LESSON 11

READING A MENU

PARENT ACTIVITY

Children love to "eat out." It can become a special treat. It often happens at special times. A visit to friends or a family trip can be a reason for eating out. Reading a menu together can be fun. Children can learn many things from a menu. When you read a menu with a child look at these things:

Name of the restaurant
Large print
Headings
Types of food
Prices

Talk about the meanings of each of the headings. Children can learn new words:

Appetizers - small snacks to eat before the main meal
Soups
Salads
Entrees - main dishes
Desserts - sweets to eat after the meal
Beverages - things to drink
Side Dishes - vegetables or small servings that you may want to order with your meal.

Every menu is different. It can be fun to talk about the likenesses and the differences.

Some have children's dishes.

Some have specials like pizza, hamburgers, steak or seafood.

Some divide the main dishes by the kind of meat in them: beef dishes, chicken dishes; pork dishes; seafood.

Some restaurants have a different menu for breakfast, lunch and dinner. Some have all of them on the same menu. Some do not serve all three meals.

Talk to your child about different kinds of restaurants. Talk about why you would pick one kind sometimes and a different kind another time.

Fancy Restaurant - Very Expensive - Special Occasions Only - Not often for children.

Family Style Restaurant - Good food but not too expensive - Has children's menu.

Fast Food Restaurant - Less Expensive - Food is already cooked - Not a lot of choices - Clean up your own table.

Carry Out - Food is fixed and packed for you to take home - It can be less expensive - You may supply your own beverages or other parts of the meal.

Drive-thru - Like carry out and fast food - You drive up to a window, order food to take home or eat in the car.

What kind of restaurant would you use for each of these times:

1. You are taking Mom out for Mother's Day dinner. ____________________ Name a restaurant you might go to. ____.
2. You are on the way home from a ball game. You are hot and tired and want to go home, but you do not want to cook dinner. ____________ Name ____________.
3. You are on a long trip. You want to eat quickly, but you need to be out of the car to eat. _______________ Name ____.

Talk about the differences in the menus in these kinds of restaurants.

Parents may need to limit the choices of their children. Children can understand limits. You may try things like this.

1. You may order anything on the children's menu. (You may not order from the adult menu).
2. You may order anything that costs less than $3.00 (or the limit you decide on).
3. You may order a hamburger or a cheeseburger, but you must order milk to drink since you have not had much milk today.
4. You may order chicken or fish. (No hamburgers today.)
5. You may order the meat that you would like, but you must order green beans or broccoli since you need a green vegetable today.

You can point out these items for your child or have her find them on the menu. You can tell her what section or what number the items are. A child can "read" the word chicken if you tell her it is the third item on the left side of the menu. It can be fun to check the price and see if she can add the cost of her meal—or the cost for the whole family. She can check for sure when she sees the bill. Let her see the added charges for beverages, tax, tip (if any). She can begin to understand that it costs a lot of money to eat out. She will begin to see how special it is to eat out.

Some menus have pictures. This can make it easier for a child or someone who has trouble reading. Pictures let him know what the food looks like. They also help him "read" since he knows what the words must be. Help your child "read the pictures" and read the words. Show how they go together.

Begin to collect different menus. Many restaurants are glad to give you a menu to take home. It is good advertising for them. Just ask!

LESSON 11

READING A MENU

II. PARENT - CHILD ACTIVITY

1. Make a list of the restaurants near you. Check each time you go out. You may find a restaurant you have not noticed before. On your list put down the kind of restaurant and the price range. (Guess if you do not know.) Your child can begin a "restaurant book." Allow one page for each restaurant. Find out all you can about each one. Collect menus if you can. Write when you might go to the restaurant and why, or why you would never go to that restaurant.

2. Collect menus from different restaurants. You may even take pictures of menus that are up on walls. Look at all the different headings and types of food. Compare prices. For example, find out the cost of a hamburger at each place. Talk about why there are differences. Some things to talk about are: the amount of meat, the extra's - like tomato and lettuce, the way it is prepared, the service, the serving dishes and utensils, the quality of the meat, the amount served at the restaurant, and the prices of other food at the same place.

   Use your menus to plan what to order when you are ready to go out. Add up the costs before you leave so that you know how much you will spend.

   Use the menus to plan your own meals. You can fix things at home that you order when you go out.

Use the menus to talk about healthy eating. Which meal has less fat? Which meal has fewer calories? Which meal has more vitamins and minerals. What food groups are in this meal? Practice ordering dinners that have food from each of the food groups.

3. Make your own menu. Menu for the Smith House. You can list the meals for the week. You can use restaurant menus to help you make up your own. Decide on headings. Give some choices if you can. Let your child "read" the menu and decide what to eat on which days. You are still deciding what to serve for the week. Your child can make decisions like these:

    1. On Wednesday we need a quick meal. We can have tacos or spaghetti.
    2. On Thursday we have time to put a roast in the oven. Shall we fix a beef roast or a pork roast?
    3. On Monday we must use this chicken. We can fry it or bake it. We can serve it with rice or noodles. We can have a vegetable salad or a fruit salad.

    If you write each of these on a menu the child can "read" the menu and make choices. You can point out the words on the menu.

4. Matching with a menu. Pick a restaurant that your child knows well. Help him decide what to order before you go. Write down his order. Print each word on a small piece of paper. Let him take them to the restaurant and find his meal on the menu. He will be "reading" by matching.

5. Start looking for menus posted outside restaurants. Some restaurants put menus in the window. Look for restaurants when you are at malls or shopping centers. "Pretend" you are going to eat there. Decide what you would order. Find out these things:

    1. What is the cheapest meal?

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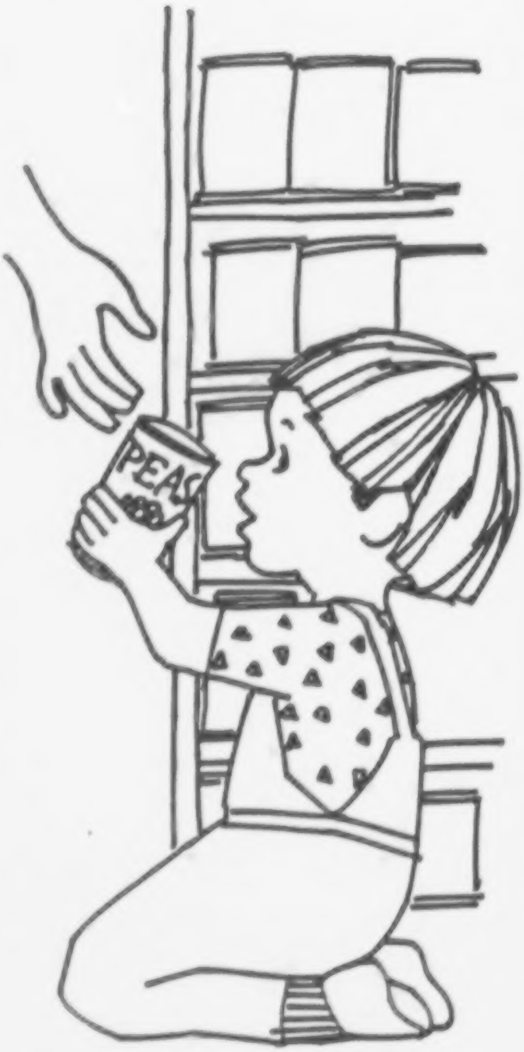
2. What is the most expensive meal?
3. What would you order if you didn't have to pay for it?
4. Is there anything you have never had?
5. What is the most fattening dessert?
6. Would you ever eat here?

Make up more of your own questions. Talk about the answers with your child.

LESSON 12

READING FOOD PACKAGES

PARENT ACTIVITY



The kitchen is a great place to learn to read. Your child knows what is inside the cans and packages. He uses lots of clues to help. Some clues are: pictures, size, shape, smell, taste, feel and experience. Use that natural knowledge to teach him about reading.

Think about the shelf you keep cans on. If you could not read would you know what is in each can? How?

Think about the brand names. Do you buy many things of the same brand? Your child may know the brand names because she can match the words and pictures she hears and sees on T.V. People who advertise food for children count on children to remember and match brand names. They show them things on T.V. and hope they see them in the store. You can use the same method to teach the alphabet and reading.

You can "ask for help" in the kitchen. At the same time you can teach your child about reading. Try these ideas:

"This says soup. Put it with the other cans of soup."

"Please get me a can of Tomato Sauce. Tomato starts with a T. Sauce starts with an S."

"Please get out the milk. Can you find the word milk on the carton. It starts with M."

"I'll make the Jello if you can find the box that says Jello."

Write three ideas you could use for your child.

1. ____

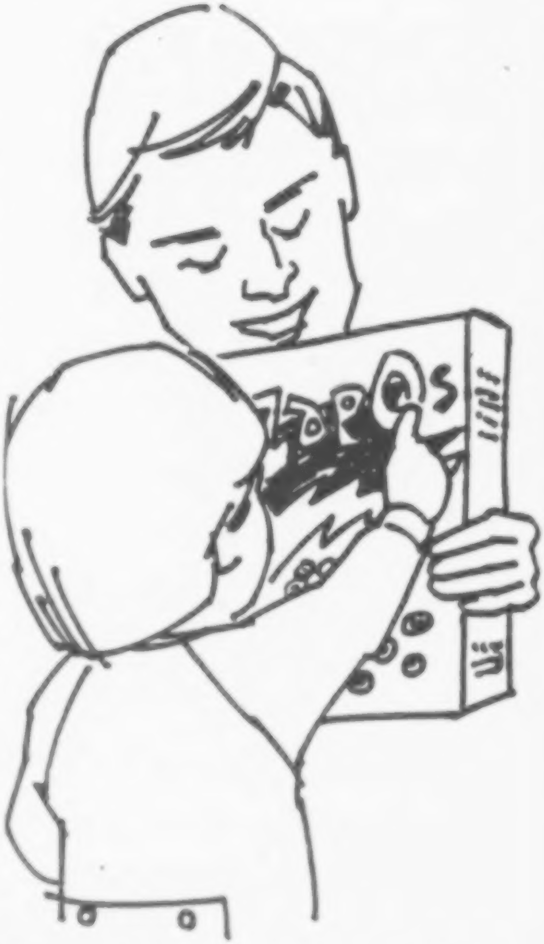
2. ____

3. ____

LESSON 12

READING FOOD PACKAGES

ARENT - CHILD ACTIVITY



1. Start keeping empty food boxes. Keep labels from cans. Cut out words that are brand names. Cut out names of products. Start with a few the child will know. Add more as the child learns the first ones. Use them like flash cards to see if the child can read them. See if the child knows the letters. Spell the words together while looking at the cards.

   For young children you can talk about the first letter only. "This says 'Cheerios'. It starts with a C like your name."

   Use the words for matching. "This word is 'Peas.' I need a can of peas. Find a can with this word on it."

   Use them in the grocery store. "We are out of Apple Juice. This says Apple Juice find it on the shelf. I will put it in the basket."

   Children who can copy letters can help make grocery lists. They can copy the names of things you need. They can copy from the cards you made or the boxes on the shelf.

2. Start reading product names to your child. Start looking for words your child knows on products. Have your child look for words on boxes.

OPEN is a word that is on many boxes. Let the child find the word OPEN on each box. Read to open, open here, open other end, push to open or pull to open. Soon your child will be able to tell you the other words with open. He will begin to recognize the same words in other places. (Look for PUSH and PULL on the door at the store.)

INGREDIENTS is a word on many food packages. Tell him you want to know what is in the food. Tell him you want to know if there is sugar or salt or iron or something else in the food. He can find the word ingredients. You can look for sugar or other things. Soon he will begin to tell you if there is sugar in the food.

3. Make a game out of finding words or letters on food packages.

"I see three L's on the front of that box. Find three L's."

"I see the word crunchy two times on that jar. Find it two times."

"I'm looking for a date on this package. Can you find the date?"

Let your child make up questions for you. Cereal box quizzes can make breakfast a fun time.

You can turn snack time into a game, too.

"You can have one raisin if you can show me the R."

"You can have two raisins when you show me two i's."

Be sure to fix the game so the child wins. Give clues if you need to. You can award extra raisins for "fast finding."

4. Use coupons for products you buy. Put your child "in charge of" coupons. At home he can sort the coupons and find products that you need. In the store he can match boxes on the shelf with names and pictures from the coupons.

Your child may find coupons you did not see or ones you forgot to use. He can learn to look at the coupon for:

- expiration date
- brand name
- right size
- right type

You can help him by reading these things off the box while he checks the coupon to "make sure" you get the right thing.

PARENTING TIP

Take it slow and easy. Do not expect children to remember words or letters the first time. They need to hear and see the same thing many times.

Have your child "take a good guess" when he is not sure. If he is right, tell him he made a good guess. If he is wrong, let him know that it's okay. He still made a "good guess." Help him with clues so that his next guess is right. Let him know that there were good reasons for his wrong guess.

"I can see why you said that F was an E. E and F are very much alike. E is the one with the extra line on the bottom."

"This is Tomato Soup. I need the Potato Soup. Tomato and Potato are spelled almost alike. Tomato starts with a T. It has an M in the middle. Bring me the Tomato Soup. That's right. Thank you."

Guessing teaches your child to notice things. It teaches him to think.

Kitchen games keep your child busy and happy when you need time to work in the kitchen. You can be busy while the child "helps" and learns at the same time.

LESSON 13

READING CHILDREN'S BOOKS

I. PARENT ACTIVITY

READ TO YOUR CHILD! Read often. Read to very young children. Read to children who are old enough to read themselves. It is the most important thing you can do to help your child in school. Reading to your child can do many things.

It helps your child learn to talk.

It helps your child learn new words.

It lets your child hear the sounds of language.

It lets your child hear words put together in special ways.

It teaches your child about rhyming and other word sounds.

It lets your child know that he can find out about new things or find out more about things he would like to know.

It lets your child feel special to share time with you.

It makes your child "think" and guess what is coming.

It can show your child how other people think and feel.

It can tell your child about other times and places.

It can show your child how important reading is to you.

It can help him learn to read letters, letter sounds and words.

It can make your child "ready and willing" to learn to read.

Here are some things to do when you read to children.

Have a good time.

Enjoy the story.

Sit so everyone can see (and touch) the pictures.

Use lots of excitement and expression in your voice.

Say every word clearly.

Don't read too fast.

Make sure the child understands what is happening. You can do this by stopping to ask, "What does that mean?" or "Why did that happen?" If the child doesn't know, tell him, and keep reading.

LESSON 13

READING CHILDREN'S BOOKS

II. PARENT - CHILD ACTIVITY

1. Find the closest library. Get a library card. Let your child get a library card if she is old enough. Check with the librarian. Go "exploring" in the library. Ask the librarian to show you and your child how the library is arranged. Ask about special activities and children's story programs. Allow your child to take out a book. (Find one for yourself, too.) Start to make regular trips to the library. Be sure to return books by the due date.
2. Set aside a "reading time" every day. It can be "everybody reads alone" sometimes. Other times make it "One person reads to everyone."
3. Children like to hear some stories over and over. Choose a story that your child knows well. Play "Fill in the Blanks." Read the story but leave blanks for words the child will know. Point to the word and have the child "read" the word. Do it many times in the story. The child will have fun "reading."
4. Choose a story that has a word repeated often in the story. Tell the child that word. Show the child that word. Tell her she will "read" that word in the story. Start reading the story. Stop for the child to "read" her word. Point to it each time.
5. Choose a little word like the or a. Let the child read that word every time it is in

the story.

6. Choose a story that "builds" and repeats sentences. Let the child "read" the sentence every time it is repeated. Point to each word as the child says it. Have fun and be sure to tell the child what a good "reader" he is.
7. Choose stories that rhyme. Let the child guess at the final word in the rhyme. You can give several choices of words that rhyme and let the child pick one that makes sense. You can give several choices of words that fit - but only one that rhymes. Let the child pick the one that rhymes.
8. Read out loud together. Your child will "keep up" with you. He can read words he knows and hear words he doesn't know. He can start to make the "sound" of the first letter and finish the word as he hears you say it. It will help him to read at a good speed without stopping to sound out words.
9. Ask your librarian if you need help picking books to try any of these ideas. Also ask if they have children's books on tapes. This is a great way for your children to hear and read stories.

LESSON 14

READING A TELEPHONE BOOK

I. PARENT ACTIVITY

Children need to know how to use the telephone and the telephone book. (See Lesson 15 for Using the Telephone). They may need to get help. They may need to get information.

Children should know where the telephone book is kept. They should know what it is used for. Let them know when you are using it. Let them see you use it often. Talk about the things you can find in the telephone book. Talk about how it is organized. "Think out loud" as you use it. Children will learn to use it like you do. Try some of these things.

1. "I need to find Sam Bell's home phone number. I will look in the white pages since I want a home phone number. First I need to know what town he lives in. This is the right book for his town. The towns are in ABC order. This is the part for his town. Now I need to look for his last name. Last names are in ABC order. We start with A. B is after A. BE is after BA. BEL is after BEB. BEC. BEK. BELL. Here it is. Now I'm looking for Sam. Sam starts with an S. S is after R. Sam. Here it is. Sam Bell. He lives on Hill Street. This is his number."
2. "I need to buy a new bed. I can look in the yellow pages for places that sell beds. Beds are furniture. I'll look under F for furniture. F comes after E. FU comes after FA. FE. FR. Here it is FURNITURE. Here are all the places that sell furniture. I will

call to find out the prices of new beds."

If children see you use the telephone book often they will begin to see what it can be used for. They may even suggest that you use it for something you need. They will start to ask you to help them find things they want. If you look together and "think out loud" they will learn to use it. Soon they will use it alone and even help you by looking up things for you.

LESSON 14

READING A TELEPHONE BOOK

II. PARENT - CHILD ACTIVITY

1. "Survey" or look over the telephone book with your child. See how many things you can find out about the phone book together. Point out these things:
    1. Emergency numbers on the front cover. Be sure your child knows what number to call.
    2. Long distance information.
    3. White pages, blue pages, yellow pages.
    4. Show the lists of names in the white pages. Show some ads in the yellow pages.
    5. Find other special information.
    6. Talk about ABC order. Show A names, B names, ...Z names.
    7. Show ABC order in the yellow pages.
2. Have your child look up your number in the phone book. Help her only if she needs your help. Have her look up friends and relatives. See how many people there are with your last name. Do you know any of them? Do they live close to you?
3. Have a "Find It" contest. You'll need two books. See who is the first to look up the numbers:

Your Doctor	A Pizza Restaurant

Your Next Door Neighbor	A Place to buy a Car
Your local drug store	A Place to get a hair cut
A department store (Sears)	You make up others

4. Yellow Pages - White Pages

Look up some numbers that can be found in the yellow and white pages. Time each one. Which is faster?

	Time	
	White	Yellow
Your dentist	____	____
Your hospital	____	____
Your gas station	____	____

What can you not find in the yellow pages? ______________________________

What can you not find in the white pages? ______________________________

5. Let your child start his own telephone book for important numbers. He will have it for emergencies and it will help with his skill in: ABC order, printing, copying. Start with these names, addresses and phone numbers.

The child's
Mom's at home
Mom's at work
Dad's at home
Dad's at work
Grandparents
Brothers, Sisters
Aunts, Uncles
Cousins
Friends

Fire Department
Police
Hospital
Ambulance
Doctor
Dentist
Poison Control
Teachers
Child Care Workers
Friends of Parents

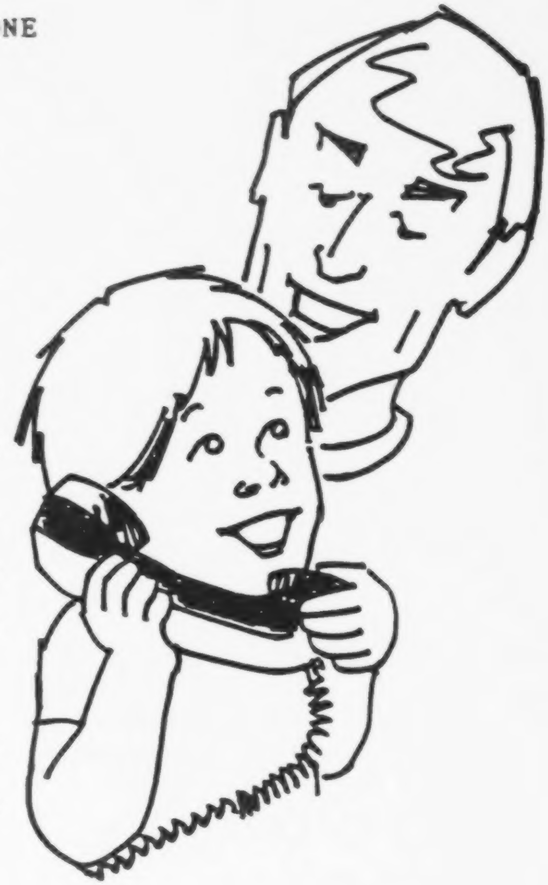
Other numbers your child would like to include.

You can buy a small address book or make one by cutting paper in small book sizes. Staple or tie them together. Your child can put one name per page or more than one. You may want to try index cards. They can be shuffled and alphabetized for fun. You can add a name and put it in ABC order. Have fun! It will be a good way to find addresses for letters and thank you notes.

LESSON 15

USING THE TELEPHONE

I. PARENT ACTIVITY



Children need to know how to use the telephone and the telephone book. They may need to get help.

Start by letting young children talk on the phone. They can talk to mom or dad or grandma or grandpa.

Next teach them to dial or push the buttons. Let them call a friend or a family member. They may need much help at first. They may need to practice a lot. Help them to be right. Put the numbers on a card. Help them match the numbers on the phone and the numbers on the card.

Tell the child what number to call for help. Put that number on a card near the phone. Have her practice what to say.

1. This is ____________________ ____________________. (Full name)
2. I am at ______________________________________. (Place)
3. I need help for ________________________________. (Tell about emergency)

DO NOT HANG UP!

LISTEN!

DO WHAT YOU ARE TOLD!

DO NOT HANG UP!

Let children practice with toy phones. Have a friend ready for a practice call on the real phone.

Talk to your child about getting help. Talk about things that could happen. Ask things like this:

1. Who would you call if you were alone?
2. Who would you call if your parent or child care worker was hurt?
3. Who would you call if someone you do not know came into your house?

Talk about telling a grown-up first.

Talk about getting a grown-up to call if possible.

Talk about what to do in a fire.

FIRST TELL OTHERS AND GET OUT!

CALL FROM SOMEWHERE ELSE!

PRACTICE! PRACTICE! PRACTICE!

Fill in:

1. What is your emergency number? ____________________

   Do you have a 911 number? ____________________

2. What person would you want your child to call ____________________

3. Write these numbers:

   FIRE ____________________

   POLICE ____________________

   EMERGENCY MEDICAL SERVICE ____________________

   (AMBULANCE) ____________________

   POISON CONTROL ____________________

   INFORMATION ____________________

Talk about these numbers with your child. Put them by the phone. Show your child these numbers on the first page of the phone book. He can find them if he is not at home.

LESSON 15

USING THE TELEPHONE

PARENT - CHILD ACTIVITY

1. A toy telephone is an important toy. It helps children get ready to use the real phone.

   Play "Phone Call" with your child. Use two toy phones, extra real phones, pretend phones, or homemade phones. (Use a small box. Put numbers on it. Cut the top and glue two paper cups to it for a receiver. You may need to cut the paper cups shorter.)

   Receiving Calls -"Call" your child.

   1. Be yourself checking to see how he is doing with a baby sitter.
   2. Be grandma calling to see if he can come over.
   3. Be Mickey Mouse calling to see if he watched a T.V. show last night.

   Make up other callers.

   Teach him how you always want your phone answered. Teach him to find out exactly who is calling.

   Teach him to tell his first and last name.

   Teach him to say hello. Teach him to say good-bye and hang up. Teach him to get the message and get off the phone in case someone else needs to call.

   Making Calls - Make up reasons your child might need to make phone calls. Teach him to do these things when making calls:

1. Say "Hello."
2. Say "My name is ____________ ____________. (First and Last)
3. Say "May I please speak to ____?"
4. Tell message.
5. Wait for answer.
6. Answer any questions.
7. Say "good-bye."

Have him practice speaking slowly and clearly.

Have him practice telling his message clearly and in complete sentences. You may ask him if there is any other way to say the same thing. Have him pick the best way.

Receiving Calls for Someone Else

Young children will always have an adult with them to take messages. They can be taught to say, "Please wait" while they get the adult. They can still "practice" taking messages to give someone. Teach them to find out these things.

1. Who is it for?
2. Who is it from?
3. What is the message?
4. When did they call?
5. Do they expert an answer?

You can help children to practice taking messages in the "Phone Game." They can practice by "helping you to remember to tell Daddy that his dentist called." Give the child the information and see if she can deliver the message. You are always there to help if needed.

2. Let your child start using the phone for "real things." Do not let him call with no reason. Do not let him use the phone to bother somebody. Do let him use the phone

to get a message or to get information. Try these things:

1. "You may visit your friend, but call first to see if it is OK."
2. "Please call your dad and ask him to bring home some milk."
3. "Call Aunt Sue and see if she is coming for dinner."
4. "Call Grandma and ask her what time we should pick her up."

You may find that there are many calls your child can make for you. It can save you time. It can give him practice.

"Rehearse" the call at first. Make sure he knows exactly what to say. Make sure he can say it clearly. Make sure he tells his name first. Listen while he calls. Help only if necessary. Talk about it later. Ask:

Did you talk to the right person?
Did you tell your name?
Did you leave the message?
What did you say?
Are you happy with the results?
Do you wish you had said something else?
What do you wish you had said?

"Rehearse" for next time.

LESSON 16

LEARNING LANGUAGE

I. PARENT ACTIVITY

Talk to children! Talk to newborn babies. Talk to all children. They learn to talk from hearing you talk. They learn new words by hearing you use new words. They learn to speak in complete sentences by hearing you. They will talk like you talk.

Infants need to hear language. They will begin to make sounds. Repeat the sounds they make. Let them know you are happy they are making sounds. They know how you feel by the tone of your voice and the smile on your face. The sounds they make will get closer and closer to real words. Let them hear the real words often. Talk to them, read to them and sing to them.

Toddlers who are putting sounds and words together need to "try it out and see if it works." You can help by repeating clearly the words they are trying and rewarding them for trying. The reward can be a simple smile or hug. Do not make fun of a child or yell at him for making a mistake. It will not help. It will only make him stop trying so that he's sure he won't make a mistake.

When a child says "I runned." he is showing you that he has learned an important rule. He has learned that we put ed at the end of a word to talk about the past. Now he needs to learn that it doesn't always work. You can correct him by just saying correctly what he tried to say. "I ran." He hears it correctly and next time he may say it correctly.

Older children will also make mistakes as they learn more about our language. They will "try out" new words and phrases that they have heard or read. They need to see if it works. You need to let them know if it works. Let them know if you understood what they were trying to say. Let them know you are happy that they are trying new ways to say things.

Children learn a lot about language from children's books. Use children's stories to play with language and learn new words. Let children "read the pictures" as you read the words. ABC picture books are good for children who are learning to make new sounds. Some children may even learn some letters as they learn new sounds.

Music is also good for children learning to talk. "Row, Row, Row Your Boat" is a great song for working on the R sound. You can have fun making the R long and loud (like a motor). The same song is good for M. Merrily, Merrily, Merrily, Merrily... gives you a chance to play with the M sound.

Think of other songs or stories for special letters or words or rhymes.

LESSON 16

LEARNING LANGUAGE

II. PARENT - CHILD ACTIVITY

1. Get a tape or record of children's songs. Check the library or ask your teacher for ideas. Listen to it with your child. Have him pick his favorite song. Learn it together. Talk about the words. Pick out some favorite words and phrases. See if you can use those words in other ways. Sing your song together often. Try to learn other songs.
2. Pick a book to read to your child. As you read see if you can find words that are new to your child. Ask your child if he can think of a different word that the writer could have used. See how many words you can think of that would work in the sentence. Use words that mean the same thing. Then use words that mean other things. Make the sentence serious. Then make the sentence silly. Start looking for your "new word" in other stories or books.
3. Start a family list of "new words." Begin to look for words you do not know well. Listen as you watch TV. Watch as you read the newspaper. Listen to the radio. When you find a "new word" or an "almost new" word write it down. Share it with your family. See if anyone knows it. Check it in the dictionary and begin to use it. Have a family contest to

see who uses your word more times. Add a "new word" at least once a week.

This will be a fun way to let your children know that you are always learning too. You never stop learning.

PARENTING TIPS

Your child needs to learn to communicate - to get his idea into words. You can help by listening. You can repeat his idea to see if you got the message. The important thing is to get the message and let him know you got it.

Correcting his speech or language comes second. It should be done with care. You can repeat the idea or word correctly. He can hear it correctly. Do not make fun or get mad. Answer his questions. Get on with the message. Be happy your child is sharing an idea or a need with you.

LESSON 17

TELLING STORIES

I. PARENT ACTIVITY

Story telling is a good learning activity for children. We can all tell stories. We all do tell stories. We tell friends what happened at the store. We may tell children things we did when we were small. Story telling is important. We learn about people. We learn how to act. We learn how to get what we want. We learn about history. We learn about our families.

Story telling is easy for some people. It is hard for others. Think of the stories you have told. Some people have favorites. Have you heard people say "I remember the time we..."? Some people like hunting stories. Some people like fishing stories. Some people never get tired of telling the same story over and over again.

We answer these questions when we tell a story - Who? When? Where? Why? What happened? Sometimes we end the story by saying what we learned.

Try these activities:

1. Tell about something that happened yesterday.
2. Tell about something you did when you were small.
3. Tell about someone you know who is a good story teller.

Make sure you answer the questions:

WHO? WHEN? WHERE? WHY? WHAT HAPPENED?

LESSON 17

TELLING STORIES

LITTLE MOUSE

I. PARENT - CHILD ACTIVITY

Children can learn from hearing stories. Children can learn to tell stories. Children learn many things when they learn to tell stories.

They learn to recall important details.

They learn to put things in order.

They learn to think and to imagine.

Try these activities with your child:

1. Choose a favorite story. Read it to your child. Close the book and try to tell the story from memory with your child. You can help your child by asking questions like:

   How did the story start?
   Who was in the story?
   What happened first?
   What happened next?
   How do you think she/he felt?
   Why do you think that happened?
   What do you think about the story?

2. Chose a story. Read it to your child. Retell the story but change the people in the story. Just for fun try some of these.

Snow White and the 7 cows. (dwarves)

Jack and the Pumkin Patch. (bean stalk)

The Three Little Apples. (pigs)

Make up more of your own.

3. Make up a story together. Start the story any way you want to. Stop after three sentences. Have the child say what happens next. Each person can add a few lines. Try to make sure that these questions are answered: Who? When? Where? Why? What Happened?
4. Ask a grandparent, a friend or a neighbor to tell you and your child a favorite story. Later try to retell it with your child. Go back to the storyteller with questions if you have forgotten any parts.

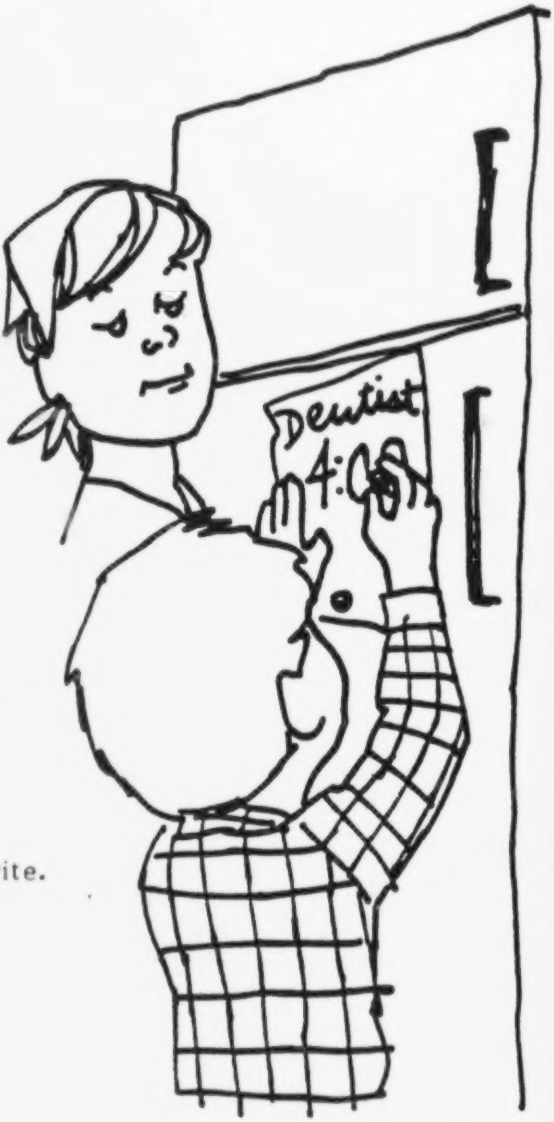
PARENTING TIP

Make it fun - not a chore. Don't try it if the child doesn't want to. Change the kind of story you tell. The story can be silly, funny, serious, crazy, scary, sad or happy. Encourage the child. Say "You sure tell a good story." or "You are a silly storyteller today." or "Your story makes me laugh."

LESSON 18

NOTE WRITING

I. PARENT ACTIVITY



We all get excited when a child first learns to write her name. It is a big step. Everyone is proud. But what happens next? Why do many children stop writing? Why do they feel that writing is "too hard" or "no fun." We need to make it fun. We need to show children how important it is to keep writing. There are many ways to do this.

1. Let them see you writing.
2. Praise them when they write.
3. Give them jobs where they need to write.
4. Let them write to other people.
5. Ask others to write to them.

There are many reasons that some children don't write.

1. "It takes too much time."
2. "I can't make it neat enough."
3. "I can't spell."
4. "I forget what I was going to write."

We need to help children like writing. We need to help them get over these problems. Here are some ways we can help.

1. It's OK to take your time. Start with short notes. They don't need to be long. Young children can send a "note" that is a picture with one or two words on it.

2. Small hands need practice to learn to write neatly. Do not demand neatness in the beginning. You can encourage a child to "do his best." You can praise a child for the words that are neat. But do not punish, yell, or make fun of a child's writing. That is a way to make sure the child will stop wanting to write. Neatness will come. Children learn to control their hands by doing lots of things to use the muscles in the hands. If a child does not want to practice writing, let him practice drawing, making, and playing with small things that use hand and finger muscles.
3. Don't worry about spelling. Learn to spell just a few words at a time. Guess at the spelling. Listen to the sounds. Try to get some of the letters. Help a child with the spelling. "Look it up" together so he can get on with the writing. Spelling takes practice. If a child keeps writing he will learn to spell some of the words he needs. If you make fun or get mad at a child's wrong spelling he will stop writing.
4. Help a child to "get down the message" first. What did you want to say? It does not have to be perfect the first time. You can start with "a sloppy copy." Don't worry about being neat. Don't worry about spelling. Don't even worry about sentences. Write one or two words to remind you of an idea. You can "clean it up" later. Get it down first so you don't forget. Later copy it neatly and check the spelling. Change some words if you want. Trash cans and erasures were made for "sloppy copies." Children need to know that good writers sometimes make lots of "sloppy copies."
5. Concentrate on "getting the message."

LESSON 18

NOTE WRITING

II. PARENT - CHILD ACTIVITY

1. Start to write short notes to your child. Notes on pillows, notes in lunch boxes, notes at the dinner table are all fun. At first make them easy. "I love you." "Good morning." "Hello." "Mom loves Joe." "Smile." "Good job." Later they can be longer.
2. Ask your child to write notes or make lists for you. Make a list of things to do today.

   TO DO Tell Dad to call Uncle Jim.
   Wash the car.
   Write to Alice.

   You may have to spell each word. You may have to write some words and let the child copy them.

   Start a grocery list. Ask your child to add a new items.

   Make a list of jobs for your child. Let her make a new list every week. She can copy from the first one.
3. Have a calendar in the child's room. Help him mark special days. He can note things to remember.
4. Have the child send notes and cards to relatives and friends. It can be a picture with the words: My house. Love, Sue.

   It can be a card that says I miss you or happy birthday. The child can copy those words right on the card and sign it.

A homemade card with cut out letters can be fun. Get an old magazine. Let the child find the letters for a message and glue them to the card. DEAR GRANDMA. I LOVE YOU. ADAM.

5. Put together a "note writing kit."

white paper
construction paper
pencil
pen
eraser
set of magic markers
ruler
glue

Give it for a birthday gift or another special occasion.

6. Label art work.

Write a sentence about your child's picture. Have him sign his art work and date it. Send it to a friend.

LESSON 19

LETTER WRITING

I. PARENT ACTIVITY

Letter writing is important. We need to write letters to friends, to a child's school and others. Sometimes we may need to write to the telephone company or the power company.

We can teach children to write letters. They can start writing for fun. When they need to write letters they will know how. They will not need to wonder if they are doing it right.

Let them look at the mail you get. Let them look at envelopes. Let them see the address and the return address. Let them see how the letters are set up. Let them "help you" with the letters you write. Show them what you write if you can.

Use this form.

YOUR ADDRESS
DATE

DEAR ________,

____
____
____.

SINCERELY,
YOUR NAME

Here is an example of what you may write to your child's teacher.

409 Main St.
Gap, PA 10000
June 4, 1986

Dear Mrs. Best,

Please excuse Matt for being absent on June 1, 2 and 3. He had the flu. I will be glad to help him make up the work he missed.

Sincerely,
Mary Ward

Here is an example of a letter your child might write.

May 20, 1986

Dear Grandma,

Thank you for the book. I like it. I had a nice birthday. I love you.

Love,
Ann

A child can learn to write this kind of letter. The letters can get longer as the child gets older. It may take the child a long time to write this letter. Keep it short enough so that it is still "fun" to write.

A child should start with notes and lists and single words. Try the ideas in Lesson 18 first. A child who has had fun "writing notes" will be able to start writing letters.

Make a list of letters your child might write.

a thank you note
a note to a friend
a note to a cereal company
____

____
____
____
____

LESSON 19

LETTER WRITING

II. PARENT - CHILD ACTIVITY

1. Use the note writing ideas from Lesson 18. Start putting some of the notes in "letter form."
2. Give your child a notebook or a blank book. Let the child start writing something every day. Have him do it in letter form with the date at the top. He can write "Dear Friend," "Dear Diary," "Dear Journal" or anything he wants. Ask him to write at least one sentence everyday. Some days he may want to write a lot more. Read it only if he wants you to.
3. Let your child check the mail. Put away private mail. Let your child open and read junk mail. Let him send for free things, cut out coupons, and fill in surveys. Let him enter free sweepstakes if you do not plan to enter. He will get experience reading and writing. He will learn about addressing envelopes and using stamps.
4. Make a "Letter Writing Kit." Put these things in a box: nice writing paper, envelopes, post cards, stamps, and a good pen. Give this to him as a gift. Give him ideas for writing letters.

5. Send the same "Letter Writing Kit" to a friend or a cousin. Ask him to write a letter to your child. They may become "pen pals."
6. Look for refund coupons for products you buy. Let your child write a note to be sent with them. You may want to "split the refund money" with him if he will write the notes.
7. Let your child write for free things. Look on cereal boxes and in magazine ads for free things. Children's magazines sometimes have ads for free and inexpensive items. It will only cost you the price of the paper and the stamp. (Make sure they are really free.)
8. Start making note of special occasions you may have been skipping. Let your child send home made cards and letters for birthdays, anniversaries and other special days.
9. Start writing more letters. Let your child see you write.

LESSON 20

HEALTHY EATING

I. PARENT ACTIVITY

A child uses a lot of energy. He gets that energy from eating the right foods. A child who gets plenty of rest and eats well can do better in school. He can do better in sports. He will be healthier.

Children need to know the kind of foods that are good for their bodies. They need to know what is "junk" food and what is healthy food.

They can learn about healthy foods if they help plan meals. They can help plan menus and grocery lists.

We put foods in four groups:

1. Meat or protein food group.
2. Vegetables and fruits group.
3. Cereal, bread, grain group.
4. Milk group.

Everyone needs some of these foods each day. Children and adults need different amounts. Look at this chart.

GROUP	Child Age 0 - 12	Teenager 12 - 20	Adult	Pregnant Woman
meat/protein	2	2	2	3
vegetable or fruit	4	4	4	4
cereal, bread, grain	4	4	4	4
milk or things made from milk	3	4	2	4

A child needs two servings from the meat group everyday. This can be:

chicken pork eggs peanut butter
beef fish nuts beans (not green)

A child needs four servings from the vegetable or fruit group everyday. This can be:

any fresh vegetable or fruit
any canned or frozen vegetable or fruit
any vegetable or fruit juice - not a fruit drink

A child needs four servings from the cereal, bread, grain group. This can be:

any cereal (wheat, oats, rice, rye, etc.)
any whole grain bread (brown bread is better)
rice, noodles, crackers, pretzels and other things made from grain

A child needs three servings from the milk group. This can be milk or things made from milk.

milk yogurt pudding cheese ice cream

Talk to your doctor if your child cannot or will not eat food from all of these groups. He may ask you to give your child vitamins.

Plan your meals carefully. Make sure you and your child are getting the right food everyday.

Think! What have you eaten today? What do you need to have?

Your child can have some things he needs at meal time and some at snack time. A banana at snack time is one serving from the fruit group. Other healthy snacks are: crackers and cheese, pretzels, any fruit, cut vegetables, ice cream.

Make a list of healthy snack foods your child would like.

banana ____________ ____________ ____________
apple ____________ ____________ ____________
____________ ____________ ____________
____________ ____________ ____________

Make a list of "junk" snacks that do not count as healthy food from the food groups. (Most candy and foods with sugar or a lot of fat are in this list.)

candy bar ______________ ______________
cookies ______________ ______________
cake ______________ ______________
______________ ______________ ______________

Make a list of foods from the meat/protein group that your child will eat.

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

Make a list of foods from the vegetable and fruit group that your child will eat.

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

Make a list of foods from the cereal/bread/grain group that your child will eat.

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

Make a list of foods from the milk (or things made from milk) group that your child will eat.

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

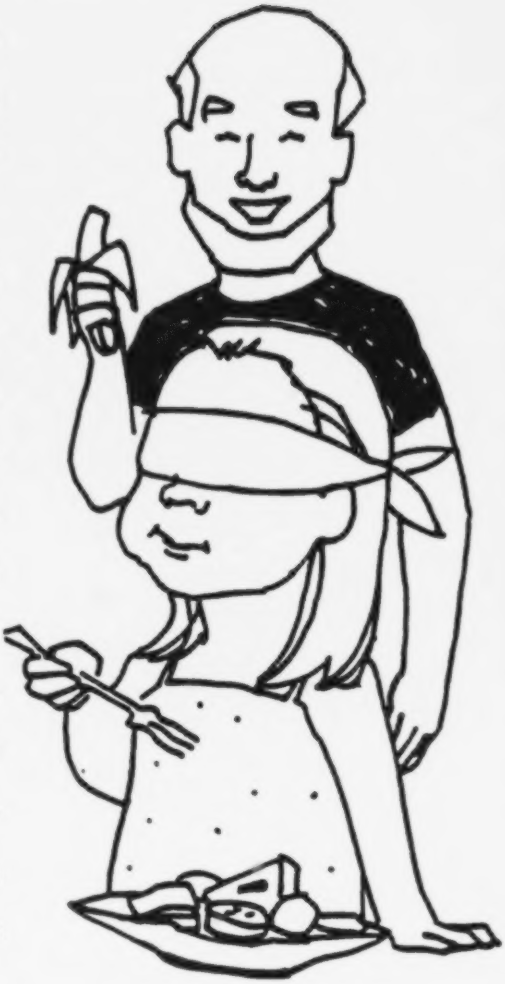
You need to plan your shopping and cooking with these things in mind. Always try to get your child to try new things from each group.

Let the child know you are being careful about what he eats. Let him know why. Let him help you plan a menu.

LESSON 20

HEALTHY EATING

II. PARENT - CHILD ACTIVITY



1. Play a "Fruit game." Take turns naming a fruit. See how many you can think of. See who thinks of the most. Play the same game naming vegetables, or cereals.
2. Play a tasting game. Cut a piece of lots of different fruits. Have the child close her eyes. She must eat a piece of fruit and guess what it is. See how many she can get. Make a fruit salad for dinner with what is left. Play the same game with vegetables. Make a tossed salad. Experiment with new fruits and vegetables to add to the salad.
3. Make the menu together. Give the child some choices. Shall we have tuna or ham sandwiches? Shall we have cut carrots or cucumbers? Shall be make a salad or put tomato and lettuce on this sandwich? What kind of juice would you like this week?
4. Start searching for snacks with healthy foods in them. Look for "carrot cake" or "banana nut bread" instead of plain cake. Look for "peanut butter cookies" or "oatmeal-razsin cookies" or "pumpkin cookies" instead of sugar cookies.
5. Start looking at the ingredients on things you eat. Have your children check the cereals

that you now have on your shelf. Which has sugar? Which has more calories? Which has more vitamins or minerals or carbohydrates?

PARENTING TIPS

The child needs to feel like an important part of the family. Helping to plan meals will make the child feel important.

The child also needs to learn to make decision. Choosing between two things will help the child learn to make decisions. (Do not let the child choose if you are not going to do what the child chooses.)

A child will be more willing to cooperate (go along) if the child helps to plan.

PART II - EVERYDAY ACTIVITIES

This part of the book will make you stop and think. Think about the activities you do every ay. Think of the things you must know to do those activities. Think of the things your child can arn from helping with these tasks.

When you and your child work together many things happen.

1. You get to spend more time together.
2. You get more time to talk. You find out more about each other.
3. Your child gets to know about jobs that must be done. You have a chance to teach him many things.

Many daily tasks will be listed. They will each be followed by a list of things that you can elp your child learn. Lines will be left at the end for you to add ideas.

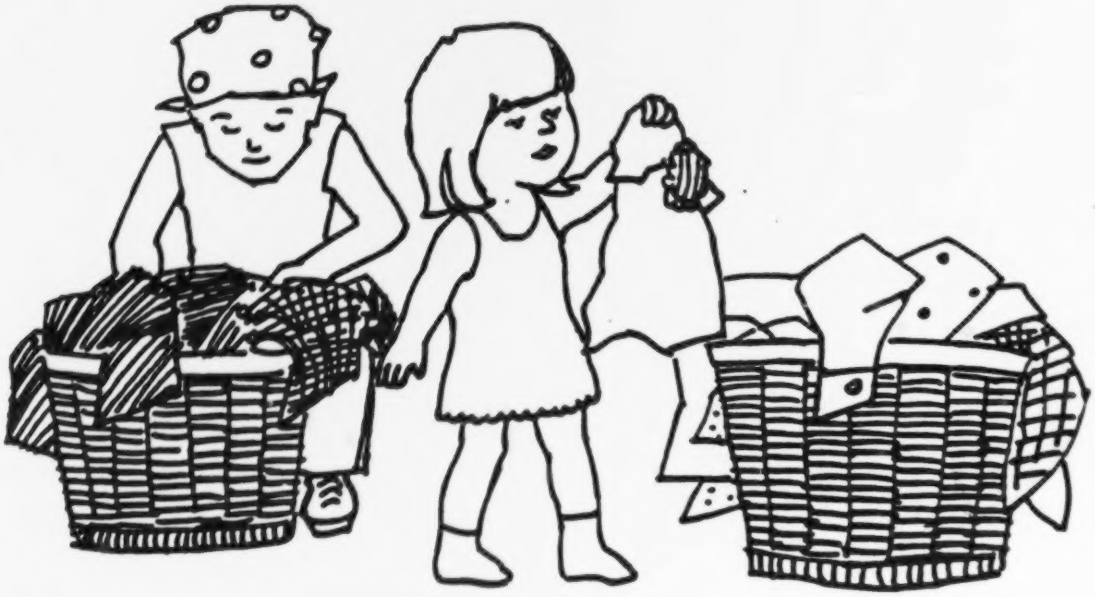
ACTIVITY 1: SORTING LAUNDRY

Children can learn about sorting. Have them make piles of different colored clothes. They can sort dark and light colors. They can make piles of white clothes and piles of red clothes. They can sort good clothes and play clothes. Talk about why you may want clothes in different piles. Talk about heavy clothes and light clothes. They can sort clothes by the way they are used. Put all pants in one pile and all shirts in another pile.

Children can learn about doing things in order. Talk about what has to be done first and why. Have them guess what's next. After they help a few times they can make sure you are doing things in the right order.

Children can learn about counting. The child can count shirts as he puts them in the washer. He can count hangers to have ready when the shirts are done.

Children can learn



ACTIVITY 2: FOLDING LAUNDRY

Children can learn about fabrics and textures. The child can feel differences in types of clothing. He can see what is fluffy and what is flat. He can feel what is smooth and what is rough. He can see differences in cotton, linen, wool, polyester and cotton blends. You can talk about what fabrics need ironing and why. He will learn new words as you talk about fabrics and even play "peek-a-boo" or "hide and seek" behind big towels and little socks.

Children can learn about shapes (geometry). Towels are rectangles. Wash clothes are squares. What shape is a towel folded in half? What shape is a wash cloth folded in half? can you make it another shape? Children can learn to fold corner to corner, edge to edge. Let them fold and don't worry if it's not perfect. They will get better with practice.

Children can learn about possession. They will learn many ways to talk about things that belong to people. As you sort, talk to your child about the things you sort and fold. "This shirt belongs to Daddy. This is Daddy's shirt. Who does this belong to? This is mine. This is yours. Put this in my pile. Put this in your pile."

Children can learn colors, numbers and number order. "Put this red shirt with those red shorts." "Here are six socks. Count 1, 2, 3, 4, 5, 6. This is a pair. They match. This is a pair. This is a pair. 3 pair of socks. 6 socks = 3 pair of socks (2 x 3 = 6)." "These are your socks. Let's put them in your top drawer. These are your shorts put them in your second drawer. First, second. This is your second drawer. Put these in your third drawer. First, second, third. This is your third drawer."

Children can learn ____

____

____

ACTIVITY 3: MAKING A BED

Children can learn to push, pull, fold, smooth, straighten, match and line things up evenly. Making a bed with a child is not easy. It takes a lot of time and patience. Children do not have the skill to do it perfectly. It takes a long time for little hands and little bodies to move a big sheet to the right place. Talk to the child as you do it together. "Put this corner here. Make this line touch this line. Match this corner to this corner. Make this edge touch this edge." Do not demand that it be done perfectly. Praise the child for "trying." Thank the child for helping. Children can begin to make their own beds early - but only if you allow some wrinkles. They will get better with practice.

Children can learn ____

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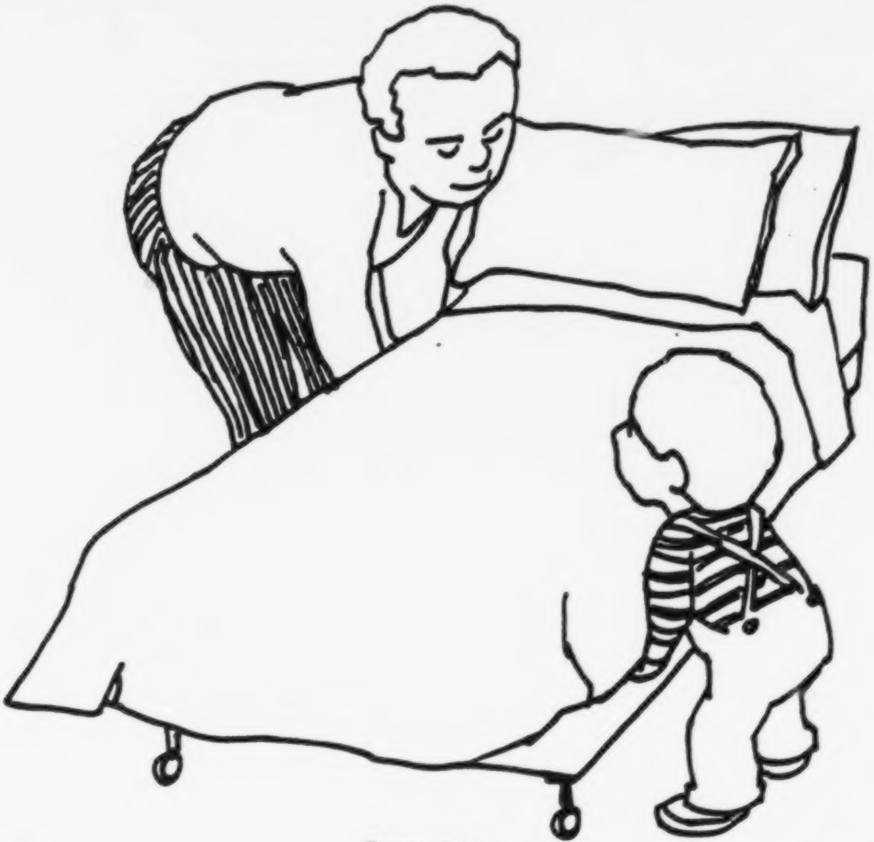


ACTIVITY 4: PICKING UP TOYS

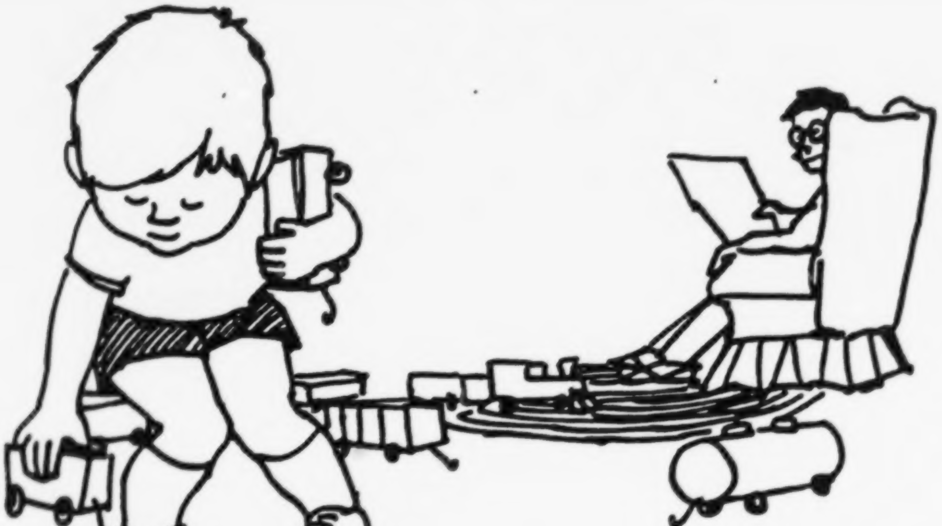
Children can learn safety. "Please move that toy. I'm afraid you will trip over it and get hurt." "Let's put the toys with little pieces on the high shelf. The baby could choke if he put this in his mouth." "Let's put away your toys before bedtime. When you get up to go to the bathroom you may hurt yourself if you step on them."

Children can learn to sort and classify. "Put all the things with wheel's in this box. Put all the things for building in this box. Put all the hardback books on this shelf. Let's put all the paperback books on this shelf. This is a truck. Which box does it go in? Right. It has wheels so it goes in that box."

Children can learn about time and numbers. "It is 8:00 now. Let's see how long it takes us to pick up all these toys. It's 8:04. It took us 4 minutes."

Children can learn to count. There are 7 trucks to pick up. I'll pick up 4. You pick up 3. That's 4 and 3. That's 7. 7 trucks." You can count almost anything as you put it away.

Children can learn



ACTIVITY 5: SETTING THE TABLE

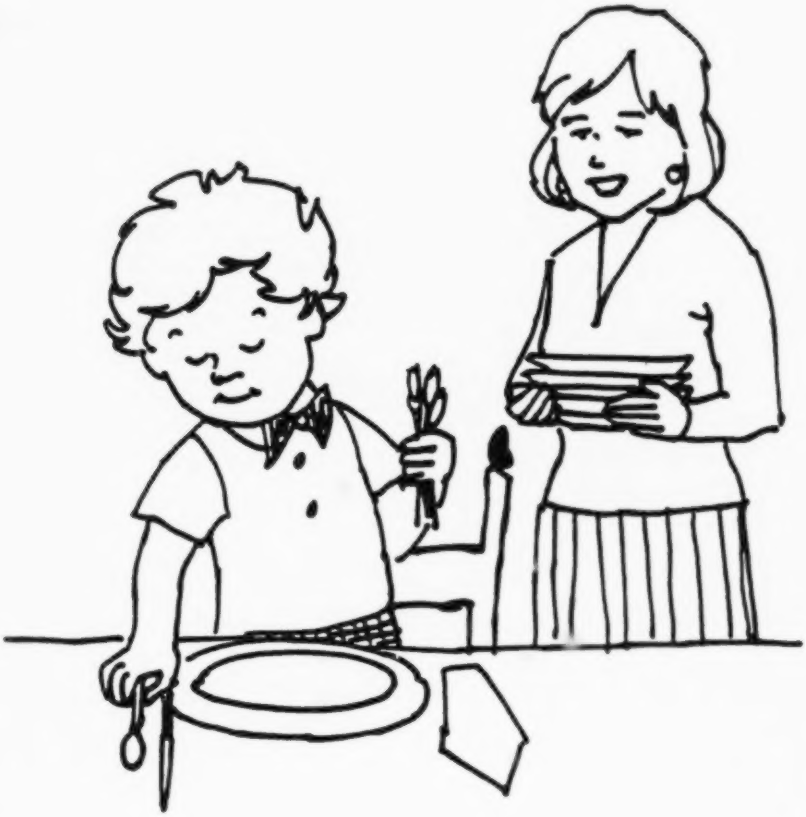
Children can learn to count. "There are four people for dinner. I'll get 4 plates. 1, 2, 3, 4. Would you please get 4 napkins? I'll get 4 knives. Will you get 4 spoons? What else do we need on the table?

Children can learn left and right. "I'll put the knife on the right side of the plate. You put the fork on the left side. I'll put the salad bowl to the left. You put the glass to the right. You put the napkin on the left (under the fork - if he's not sure). I'll put the spoon on the right (next to the knife).

Children can learn ____

____

____



ACTIVITY 6: PLANNING A MEAL

Children can learn about nutrition. "What shall we have for dinner tonight? We've had 1 protein food today. We need 2 protein foods every day. Would you like fish or chicken? I'll fix a salad. You pick another green vegetable. We need 4 things from the fruit and vegetable group. We have only had 2. You've already had 4 things from the grain group, so we won't eat bread with dinner. You've had 2 things from the milk group so choose milk to drink or cheese on your vegetable. You need 3 things from the milk group." You may choose to make it simplier for a small child. Let him choose only one type of food. You choose the others. It is good for children to hear the kinds of food they need to eat to be healthy.

Children can learn about counting and measurement. "There are 4 of us for dinner we will each have 2 pieces of fish. How many pieces of fish should I get from the freezer?" "Please get the 1 pound can of peas. 1 pound should be enough for 4 of us." "Do we have enough milk for dinner? ½ gallon should be enough." We can have pudding if we have 2 cups of milk left." "We can make spaghetti if we have ½ of a box of spaghetti noodles and 2 pounds of canned tomatoes."

Children can learn ____

ACTIVITY 7: MAKING A SHOPPING LIST

Children can learn to spell and write. Children who can copy letters can make a grocery list. You can get old boxes or labels of products you need. He can copy from them to the shopping list. You can tell the child what you need and have them "try to spell it". Listen for sounds. Say the word slowly and clearly. Praise her for getting a letter correct. Tell her the letters she cannot get. Give her lined paper and limit the space she has for writing. Don't worry about erasing and wrong spelling. You will be able to read the list.

Children can learn to plan and estimate. They can help plan what you will eat. They can pick some meals and you can pick some meals. You can add to their meals to make sure they are getting the kinds of food they need. They can be asked to 'check' the cereal and see if we need some. They can estimate how much bread we will need. See how much we have and decide if we need more. Help them decide. Show them how you decide. Later you can "see if they were right." It will help them learn to think and take responsibility.

Children can learn about money and savings. Have them check coupons and check newspaper adds. Plan to eat things that are on sale. Use coupons if they make things you buy cheaper. Help them figure out if the name brand with the coupon is really cheaper than the brand you buy. Explain why you buy certain foods.

Children can learn about nutrition. Give them choices. Tell them why they must eat certain foods. "Do you want grapes or bananas for your lunch this week? You need fruit." "Would you like Swiss or American cheese for snacks. Cheese is a milk product." "Do you want wheat or rye crackers? They are grain foods." "You may choose between whole wheat and cracked wheat bread. Dark bread is a good grain food." "You may choose 5 vegetables. Make sure at least 3 of them are green vegetables." "I'll get the lettuce and tomatoes. You may choose 2 more things to put in the salads."

Children can learn ____

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ACTIVITY 8: PLANNING A TRIP

Children can learn to read a map. Get 2 maps for the trip. Give one to the driver. The other is for the child. Mark your starting point. Use a yellow marker to mark the roads you will be on. Tell your child the name of the towns you will pass through. Talk about these things: Where you are going; When you are leaving; When you will get there; How long it will take; When and where you will stop; When and where you will eat meals; Let the child help in the planning. If you are packing a picnic lunch he can help prepare it. He can be the one to look for signs for a park or a picnic table. As you travel show the child where you are on the map. Have him mark each town you pass. When he asks "Are we almost there?" You can say, "Look at your map and tell me if we are almost there." He can do the same thing on the way back.

Children can learn to read numbers, words and letters on road signs. Play "Find the letters." Everyone finds an A, then a B, and so on up to Z.

Play "Find the numbers" the same way.

Play "Add the numbers" on the license plates. See who gets the total first - or the highest total.

Play "How many states?" Keep a list of all the states you see on license plates. See who can find the one from farthest away.

Play "What colors can you find?" Keep a list of the different color cars you see.

Have snacks or prizes for the first one to see certain things. Make a list and keep track of who sees: a stop sign, a yield sign, a new county sign, a new state sign, a sign for roads you need, a sign for towns you pass through, a sign for restaurants, a sign for gas stations. The list can go on and on.

Children can learn ____

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ACTIVITY 9: TAKING A BATH

Children can learn to pour and to measure. Young children love to play in the tub. Give them plastic measuring cups and spoons to play with. Let them fill and pour. Let them guess how many tablespoons it will take to fill a ½ cup. Let them see how many teaspoons they can fill from a cup of water. Try pouring back and forth. Try guessing what will fill, what will not fill and what will spill over. Give them different sizes and shapes of containers let them guess which holds more water. Help them measure to find out. Have fun!

Children can learn what will sink and what will float. "Can you remember three things."

Children can learn about doing things in order and following directions. "Put on your socks and then your shoes." "Put on your underwear and then your pants." "Here are 3 things. first put on your pants, then your shirt, then your hat."

Look for things that will float and things that will sink. Make a collection. Have the child collect objects and put them in 2 bowls. 1 bowl is "Things I think will float." 1 Bowl is "Things I think will sink." At bath time find out for sure. Talk about which guesses were right and which guesses were wrong. Talk about what makes things float. Talk about what makes things sink. The next day make another collection. Make more guesses. Was I right more times today? You may do this many days. Make sure the child is having fun.

Children can learn ______________________________

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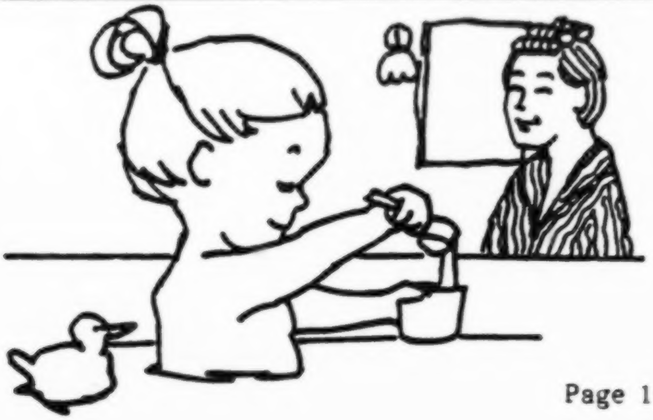

ACTIVITY 10: GETTING DRESSED

Children can learn colors. "Wear these red shorts today. Find the white shirt with the red collar to match the red shorts." "Wear this shirt with blue and yellow strips. You may choose your blue or yellow skirt to wear with it." "Put on this blue sock. Please find the one to match it."

Children can learn to count and add. "Please check to see if you have 5 clean pair of socks to wear this week. That will be 10 socks - 5 pair." "Save 2 good shirts for later. How many good shirts does that leave?"

"Let's count the buttons as we button your shirt. 1, 2, 3, 4, 5."

"There are 5 loops on these pants. You missed 1 loop. How many did you get? I'll help you with the last loop."

"I'll count while you put on your socks. Let's see how many seconds it takes you. 1,2, 3...WOW! That was sure faster than yesterday."

Children can learn ____

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Ten activities have been suggested. You can think of many more that can help your child learn.

Try these:

WASHING DISHES
CHECKING THE MAIL
MOPPING THE FLOOR
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____
DRYING DISHES
DUSTING
TAKING A WALK
____

KEEP SHARING, LEARNING, AND HAVING FUN WITH YOUR CHILD!

CONCLUSION

The lessons in this book are only the beginning. They are here to help you get started. When you try these lessons you will know more about helping your child learn. You will get lots of other ideas about what your child can learn.

The key to many of these lessons is to talk to your child. Tell your child about what you are doing. Explain things as you do them. "Think out loud" so your child will know how you make choices.

Please make learning fun. It is the best gift you can give your child.

OTHER BOOKS YOU MAY ENJOY

(Ask your teacher or librarian for these)

In Care Of: Parenting. Mary Spence. A 309 special demonstration project awarded to the Pennsylvania State University by the Pennsylvania Department of Education, 1977. (Available through ADVANCE, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA)

When Baby Comes Home. Brenner. Janus Book Publishers, 1984.

Child Care. Follett Coping Skills Series. Herzog. Cambridge, 1981.

When a Baby is News. Keller. New Readers Press.

Having a Baby. Koschnik. New Readers Press.

Caring For A Child. Snowman. New Readers Press.

Learning Games for Infants and Toddlers. Lally and Gordon. New Readers Press

Survival Handbook for Preschool Mothers. Smith. Cambridge, 1982.

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